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The Southern States Work Conference, sponsored by the Chief State School Officers and the State Education Associations of the South set forth the project objectives and procedures for television in the public schools. The Southern states involved in the decisions were Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Television in the public schools could be used for administrative purposes, to telecast to general or specific staff or to faculty personnel with a minimum of time and inconvenience. Television could also be used for in-service teacher education, learning opportunities could be provided simultaneously for large numbers of teachers in various locations. Effective methods and techniques could be graphically presented to teachers in all subject areas and on all grade levels. Direct teaching of subject matter by television made it possible for the school to serve more students, and provided good teaching to greater numbers. Direct teaching by television was a team job; planning was system-wide, and the classroom teacher and the television teacher worked together in mutual understanding and confidence. Using television for enrichment and supplementary instruction was carefully correlated with the regular teaching schedules, and planned to illuminate, clarify, and extend the concepts, understanding, and attitudes being developed by the classroom teacher. Adult education could be furthered through the use of television in such ways as child care training for mothers in the mid-morning, and literacy education and seminars on world problems in the evening.							
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**THE PUBLIC SCHOOLS
AND TELEVISION**
A CASE BOOK OF PROGRAMMING PRACTICES
SOUTHERN STATES WORK CONFERENCE

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THE PUBLIC SCHOOLS AND TELEVISION

A Case Book of Programming Practices

SOUTHERN STATES
WORK CONFERENCE

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H. Clifford Hamilton — *Co-Chairman*

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Frank Bass — *Associate Executive Secretary*

PREFACE

In the spring of 1952, the Federal Communications Commission issued its Sixth Report and Order, which made available some 2,000 television channels which had been "frozen" while the Commission studied the problems of allocation. In its allocation plan, the Commission reserved approximately twelve per cent of all channels (242) for non-profit educational use. Since that time additional channels have been added. In the fall of 1958, 257 channels were reserved for education. Of the total number, 86 were in the Very High Frequency band and 171 in the Ultra High Frequency band.

The Southern Regional Education Board began that year a series of regional projects in educational television, designed to stimulate and to study the use of television as an educational medium, and to discover possible regional arrangements for its effective use. The Southern Regional Education Board was and is, because of the nature of its charter instrument, an Interstate Compact, primarily concerned with colleges and universities.

By 1954 there was considerable activity on college and university campuses in the region, directed toward the possible utilization of the educational channels, or toward the production of live and filmed educational courses and programs to be aired on educational or commercial stations. It was apparent, however, that similar interest on the part of elementary and secondary schools, school systems, and state departments of education was at best scattered and at worst non-existent in the South. There were, of course, a few notable exceptions.

In the summer of 1954 this writer suggested to the Executive Committee of the Southern States Work Conference the need for a regional project on television by and for the public schools. The Southern States Work Conference, sponsored annually by the Chief State School Officers and the State Education Associations of the South, seemed to be the logical instrument for such a project.

The SSWC Executive Committee expressed its approval of the suggestion, and asked the writer to serve as Regional Chairman for such a project. In 1955 a small group of persons designated as State Chairmen for the project met with the Regional Chairman and a number of consultants from national organizations. This group served as a planning committee for the three-year project.

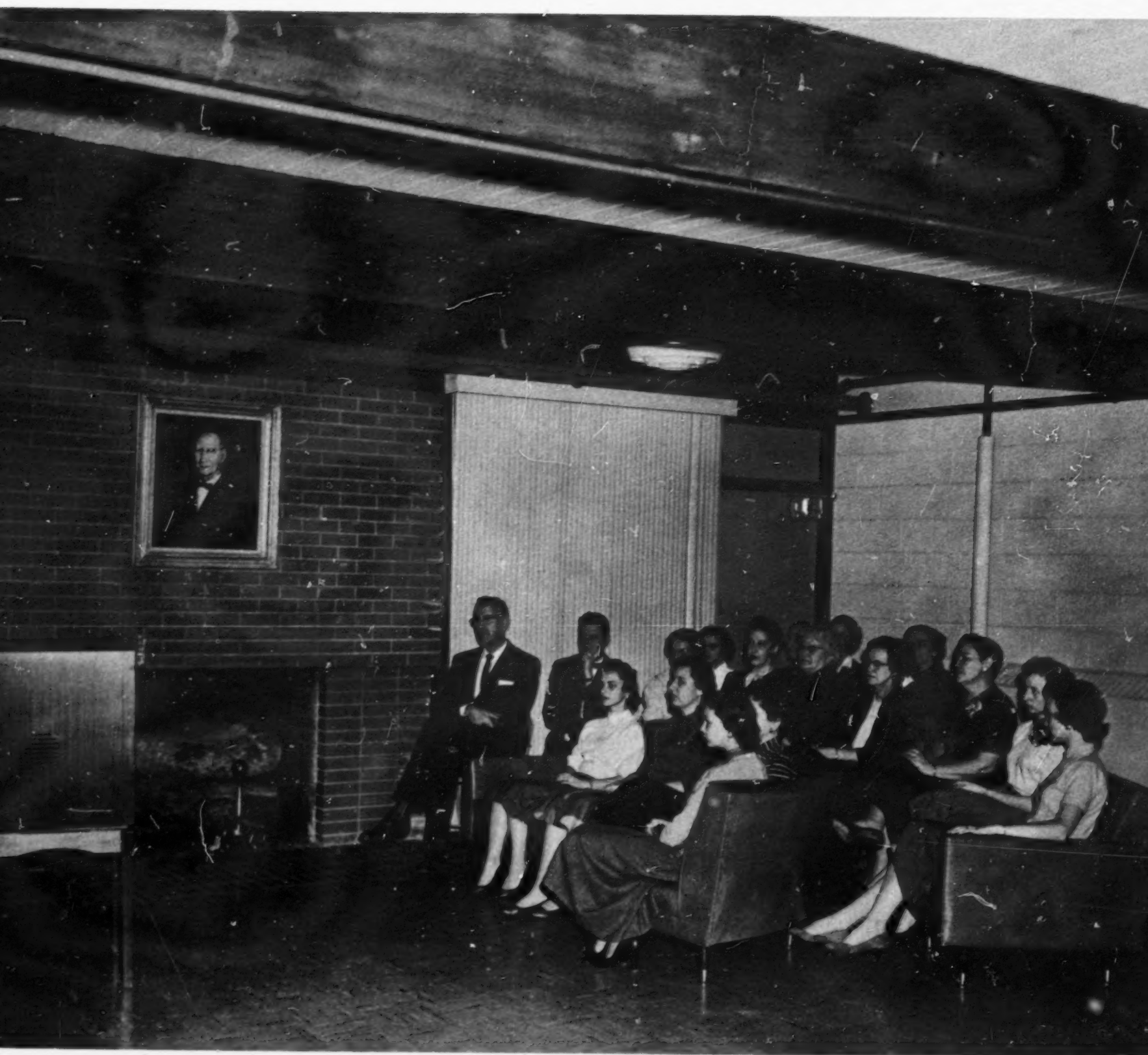
Project objectives and procedures were outlined by this committee during the 1955 Southern States Work Conference. The organization of state committees, and of the Regional Committee, proceeded during 1955-56. Dr. Mortimer L. Brown, then Superintendent of Schools in El Paso, Texas,

and Dr. H. Clifford Hamilton, Supervisor of Instruction, State Department of Education, West Virginia, agreed to serve as Co-Chairmen. Mrs. Marion Anderson, then President of the Chatham Educational Association, Savannah, Georgia, served as Secretary for the regional project.

With the organization for the project completed, the Regional Committee met at the Work Conference in 1956, and again in 1957 and in 1958. As new members joined the Committee, arrangements were made for seminars on various aspects of educational television, at each Work Conference. Throughout these several conferences subcommittees of the Regional Committee did yeoman service on the project.

This publication is the result of the work of the Regional Committee, of producers and directors of educational television programs throughout the region, and of the Editorial Committee of the project. The members of the Editorial Committee deserve the credit for having "cracked the whip" over all of our heads, and for having, through their diligent efforts, made possible the publication of the material here presented.

Robert C. Anderson, *Director*
Southern Regional Education Board
Chairman, Project Committee



INTRODUCTION

The Southern States may point with pride to the leadership taken in experimental projects in educational television. One-third of the educational television stations now "on the air" are in the southern area and this lead would seem to be growing if present announced plans of activating stations continue.

The projects reported in this manual are by no means indicative of the trends or of the methods or techniques which public schools should adopt in using television. The projects are presented as successful examples of the uses of television by public schools. A study of public school television projects would indicate that where the public school met a specific need in their school system through utilizing television that by and large a higher degree of success was realized, and that when television was used for "trimmings" or less essential school projects or needs, that the results were far less successful. The editorial committee would suggest that schools consider the above very carefully while planning the utilization of television.

Further strengthening in television by and for the public schools might result if more emphasis could be given to the following:

- (1) Detailed long-range plans for effective educational television programming developed by the school system, with a specific plan for evaluation.
- (2) Study of the special skills needed by teachers and students for effective use of television.
- (3) Thorough orientation and preparation of television teachers.
- (4) Instruction in the utilization of television included as a part of teacher education.

The future of educational television development in the southern region looks most promising. Schools and colleges may look to the day when program resources are exchanged from station to station or between states as a natural and strengthening development of educational television. This area is already aware of the advantages of a state-wide educational network as pioneered in Alabama. Currently two additional states are planning state networks and it is reasonable to believe that within five years, four or five states will be linked together as the first step in the Southern Regional Educational Television Network.

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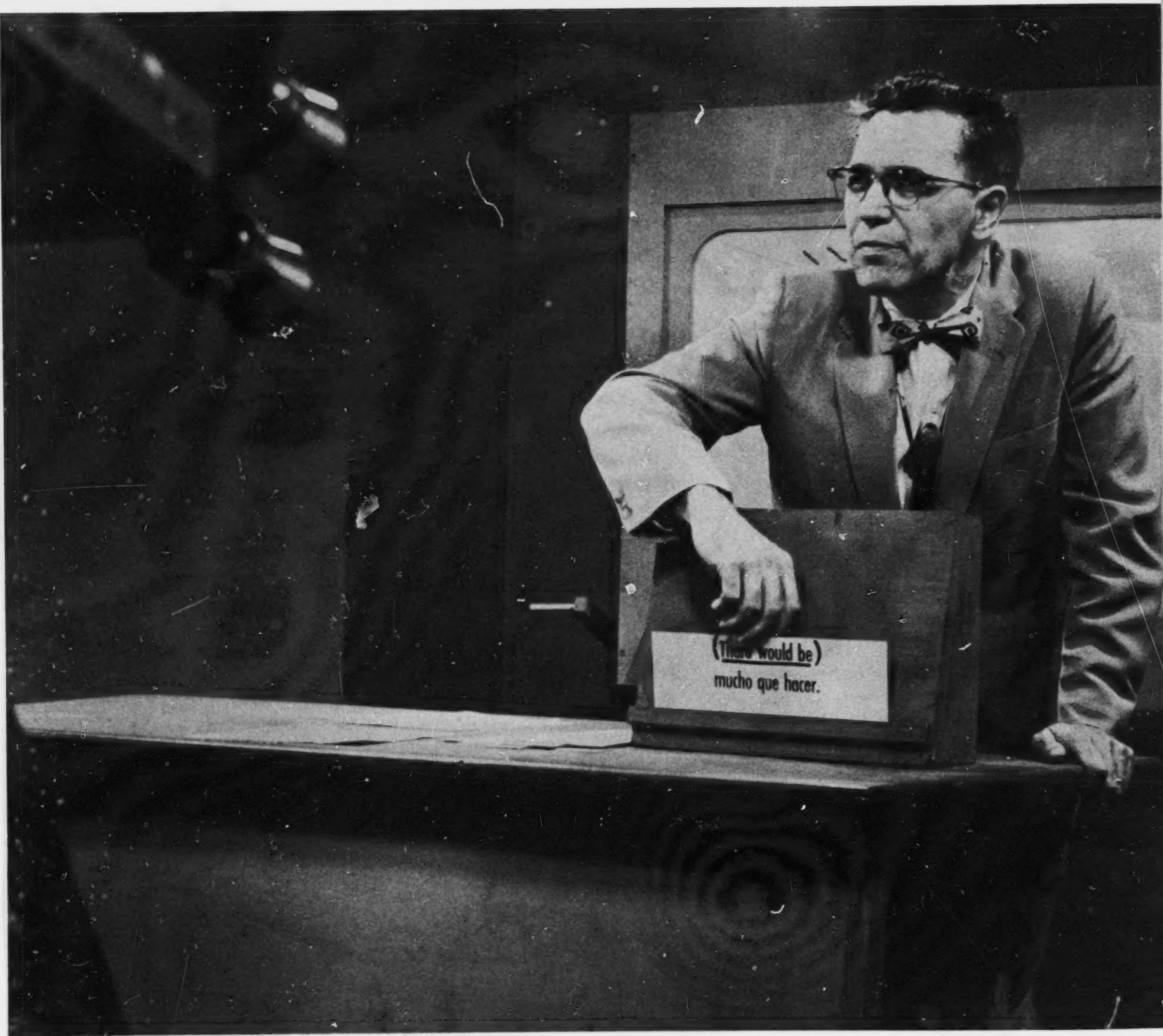


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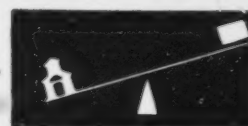
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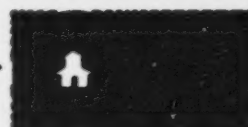
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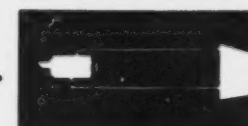
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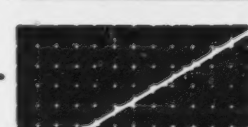
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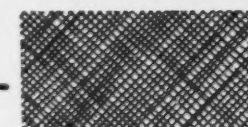
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EDUCATIONAL TELEVISION

In the United States

A STATUS REPORT



By mid-September of 1958, six years after the Federal Communications Commission reserved approximately 12 per cent of the total television spectrum for non-profit, educational use, 33 educational television stations were on the air. These stations served an area with a population of nearly 60 million people. It is estimated that at least 40 stations will be in operation by January of 1959. The educational use of closed-circuit television has likewise gained in importance. In 1958 there were nearly 200 closed-circuit television installations in colleges, universities and public schools.

With one state educational television network already in operation in Alabama, the South continues to provide the leadership in this direction with state networks emerging in Florida, Oklahoma and Georgia. Plans to link 300 institutions of higher education in 16 southern states have been suggested by the Southern Regional Education Board.

The financial support for the educational television movement — well over 60 million dollars — has come from a variety of sources: state legislatures, public institutions of higher learning, boards of education and municipal governments, commercial broadcasters as well as private institutions, individuals, business concerns other than broadcasters, foundations (large and small) and many other sources. Twenty-five state legislatures have taken action which has directly affected the continued development of educational television.

Although a bill to provide one million dollars for each state to purchase equipment for educational television failed to pass in the 85th Congress, Title VII of the National Defense Education Act of 1958 included the provision of 18 million dollars for research and experimentation in more effective utilization of television, radio, motion pictures and related media for educational purposes.

Educational television programming continues to increase in both quality and quantity. As more educators become familiar with television as an educational tool new programming services are devised to meet the challenging problems of providing a better education to more children and adults. In a 1958 survey of programming of educational stations, the Educational Television and Radio Center reported that nearly 400 more hours of programming were being shown during one test week than in the test week for 1957. This was more than twice the increase of 1957 over 1956, the largest increase up to that time.

By far the largest increase in terms of program categories was that of in-school telecasting. In 1958 the number of elementary teaching programs via television quadrupled and secondary teaching programs increased five-fold. There appears to be no change in this trend toward greater and more effective use of television in the public schools. Indeed, in 1958 two new educational stations went on the air for the purpose of providing nearly 100 per cent of their programming time for in-school enrichment and direct teaching. Both supplemented the educational station programming already available in their areas.

It is quite apparent that the use of television is becoming an increasingly significant feature of American education. Its ultimate value lies in the extent to which it becomes an effective servant in the hands of skilled teachers. The contents of this manual, taken as a whole, provide the best kind of educational television status report, for here are the results of television at work in today's educational system.

GEORGIA

TEXAS



I. THE ADMINISTRATIVE USES OF TELEVISION IN THE PUBLIC SCHOOLS

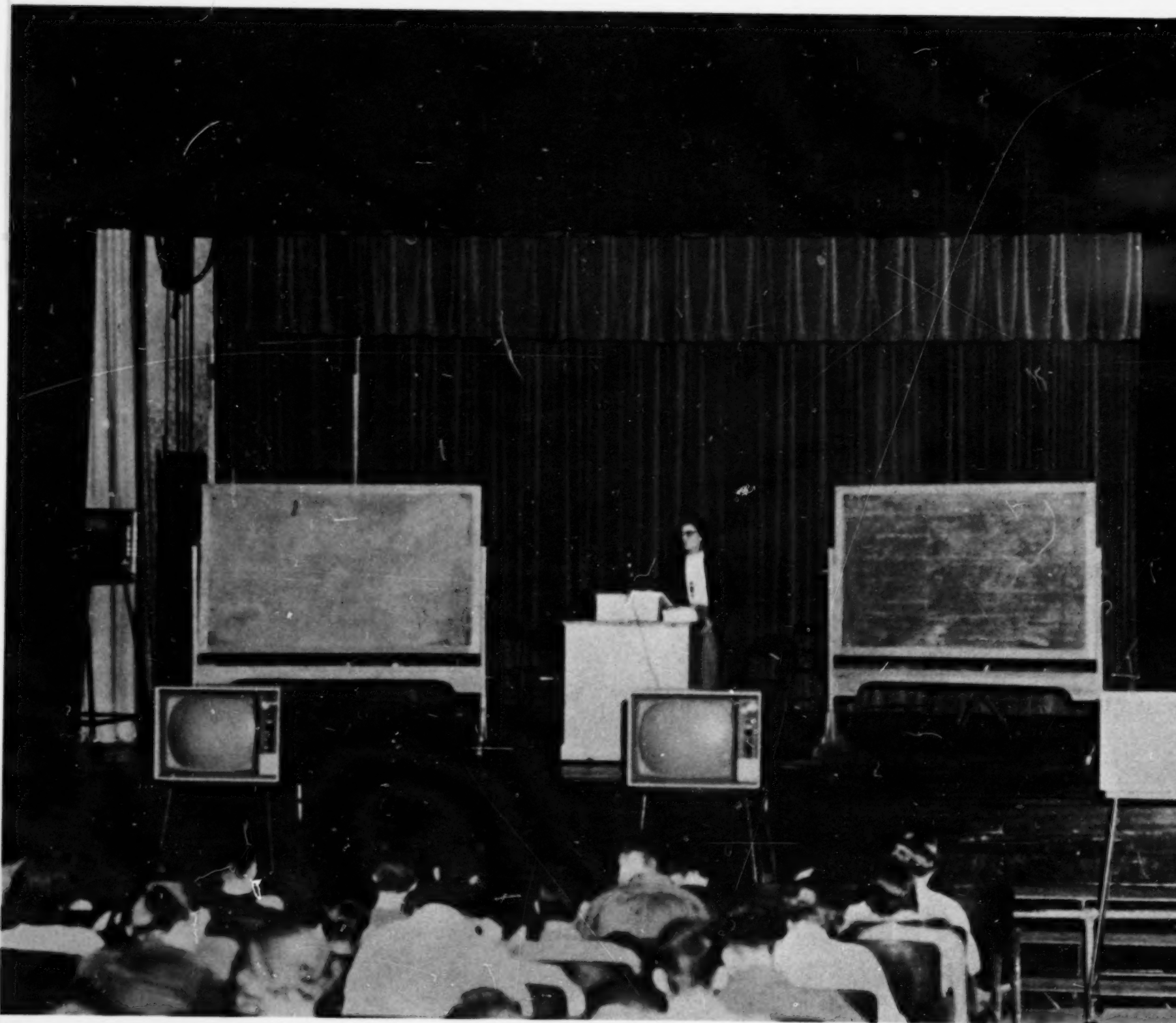


The administrative use of television in the public schools should not be confused with other uses by the school administration, such as in public relations, teacher education, or general adult education. There are purely administrative uses which can be justified on the basis of meeting specific needs.

In a large metropolitan school system, or in a smaller, but widely scattered, school system, it may be administratively important to bring together the total school personnel, or a select but sizable segment of it. Purposes may be to develop common understandings, to give general information, to orient the group to specific procedures, and to preplan. Sometimes large general meetings for these purposes are not feasible or desirable. Time, distance, and convenience preclude calling frequent meetings.

A system, however, with television facilities, broadcast or closed-circuit, can telecast to general or specific staff or to faculty personnel with a minimum of time and inconvenience. A highly organized and concentrated presentation is viewed by a better rested and more receptive audience.

The same uses may be made of the television facilities when the administration has a direct message of policy or procedure to transmit to lay organizations, and to the general public. Information about registration, inoculation, and recreation, for instance, may be televised for school patrons.



GEORGIA . . .

Closed-Circuit Television State Department of Education

The Georgia State Department of Education has been conducting a study of closed-circuit television in elementary education. A twenty-eight teacher school equipped with closed-circuit facilities has been used as a laboratory for the study.

The equipment was given its "premiere" when the State Department presented its new tentative science curriculum for grades one through eight to school superintendents and instructional supervisors of the state for the purpose of demonstrating ways in which television might be used as an administrative tool and for classroom utilization.

The science materials were developed at Emory University in a workshop attended by a selected group of science teachers and instructional supervisors. The televised program presented the scope and sequence chart and demonstrated the scientific method to be used in teaching science.

The Division of Instruction had the responsibility for structuring the program. All workshop participants were invited to a planning session where the program sequence was set up and people assigned to various jobs. Workshop participants included members of the Georgia State Board of Education, State Department of Education, system superintendents, supervisors of instruction and science teachers. About 200 people attended the all-day session.

The closed-circuit demonstration followed a carefully planned sequence. A coordinator was in charge of each classroom. Each participant was assigned to a specific classroom. Two television receivers were set up in each room, fifteen viewers per set. A person was appointed for each room to act as a recorder. The coordinator had the use of a telephone to the studio in the event of need to communicate. Each participant was supplied with copies of all science materials pertinent to the demonstration. These materials included the scope and sequence chart, a description of problem-solving methods for teaching science, a list of television equipment with prices, a list of science films, a list of textbooks and reference materials, and materials needed for science experiments to be demonstrated on television. Participants followed the instructions by using science experiment material as directed by the television teacher.

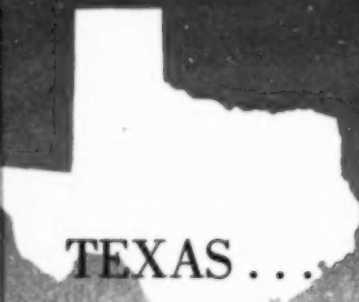
The television demonstration of the new science curriculum materials was divided into three parts: history of the science curriculum; an explanation of the scope and sequence chart; and presentation of problem-solving methods of science teaching. Room discussion followed the second and third of these parts. Five teachers demonstrated the fourth grade level topic, "How Sound Gets From Place to Place." Other topics presented by television were: field trips, excursions and similar learning experiences; use of audio-visual aids; and ways by which the science curriculum may be enriched by the teacher; and a display of suggested equipment and supplies for teaching science in the elementary grades.

As a result of this demonstration, many invitations were extended to the State Department of Education to come to the county systems and conduct this demonstration as nearly as possible without the use of television. Many superintendents asked about the possibility of having at least one closed-circuit operation in their system.

Further evidence of the effectiveness of the program came as the State Department received an unprecedented number of requests for lists of the materials displayed in the closed-circuit demonstration. Many requests came from systems asking for matching funds to purchase science equipment. Members of the State Board of Education asked the Division of Instruction to find out the cost of constructing a state network and granted the State Department \$15,000 to conduct an engineering survey looking toward the establishment of a state network.



Program: General Faculty Assemblies



TEXAS . . .

Commercial Television Station
The El Paso Public Schools

In 1955 the El Paso Independent School District started having opening faculty assemblies on television in order to conserve faculty time during the rush period of preparing for the school year. Although El Paso is not a large city, the district is extensive in area, with almost 25 miles separating some schools. In order to assemble the teachers from such a widespread area, at least a full half day had been consumed in holding the opening general faculty meeting.

In discussing this problem with the administrative staff, the superintendent suggested that television be used for the opening assembly so that teachers might remain in their buildings. The idea appealed to the group and plans were made.

Two local television stations were approached on the matter of furnishing free time and both agreed to do so. The station closer to the school administration building was selected as a matter of convenience. A committee representing principals, teachers and central administration prepared the details of the program.

The television equipment dealers of El Paso were asked to furnish enough sets for the day to permit the experiment to be tried. The dealers cooperated by delivering the sets, making the necessary adjustments, and then returning the sets to the stores the next day. Before the next opening assembly, one television set was purchased for each school at budget expense and the larger schools made plans for additional sets.

An outstanding educational leader was selected for a fifteen-minute inspirational talk. People occupying key positions in the educational program were presented. Officers of school-related and professional organizations were given time for discussing the functions and purposes of their organizations. The superintendent of schools acted as master of ceremonies. The program was arranged so that it could be completed within one hour. Everyone who was to speak was requested to submit his remarks in writing. A complete script was then prepared and copies given to the television station and other persons assisting with the program.

The newspapers, radio stations and television stations informed the general public that the El Paso Public Schools would use television for its opening faculty meeting. Consequently, thousands of citizens viewed the assembly in their own homes.

Principals and teachers were pleased with the television assembly. Nervous tensions created by having to drive through traffic and park in a congested area were eliminated. Teachers viewed the program in the most convenient place within their buildings. Each opening assembly since 1955 has been held by television. A breakdown of the cost of paying teachers, principals, and supervisors revealed the fact that the one-third day saved by the television method of assembly represented the purchase price of television sets for all schools within the system.

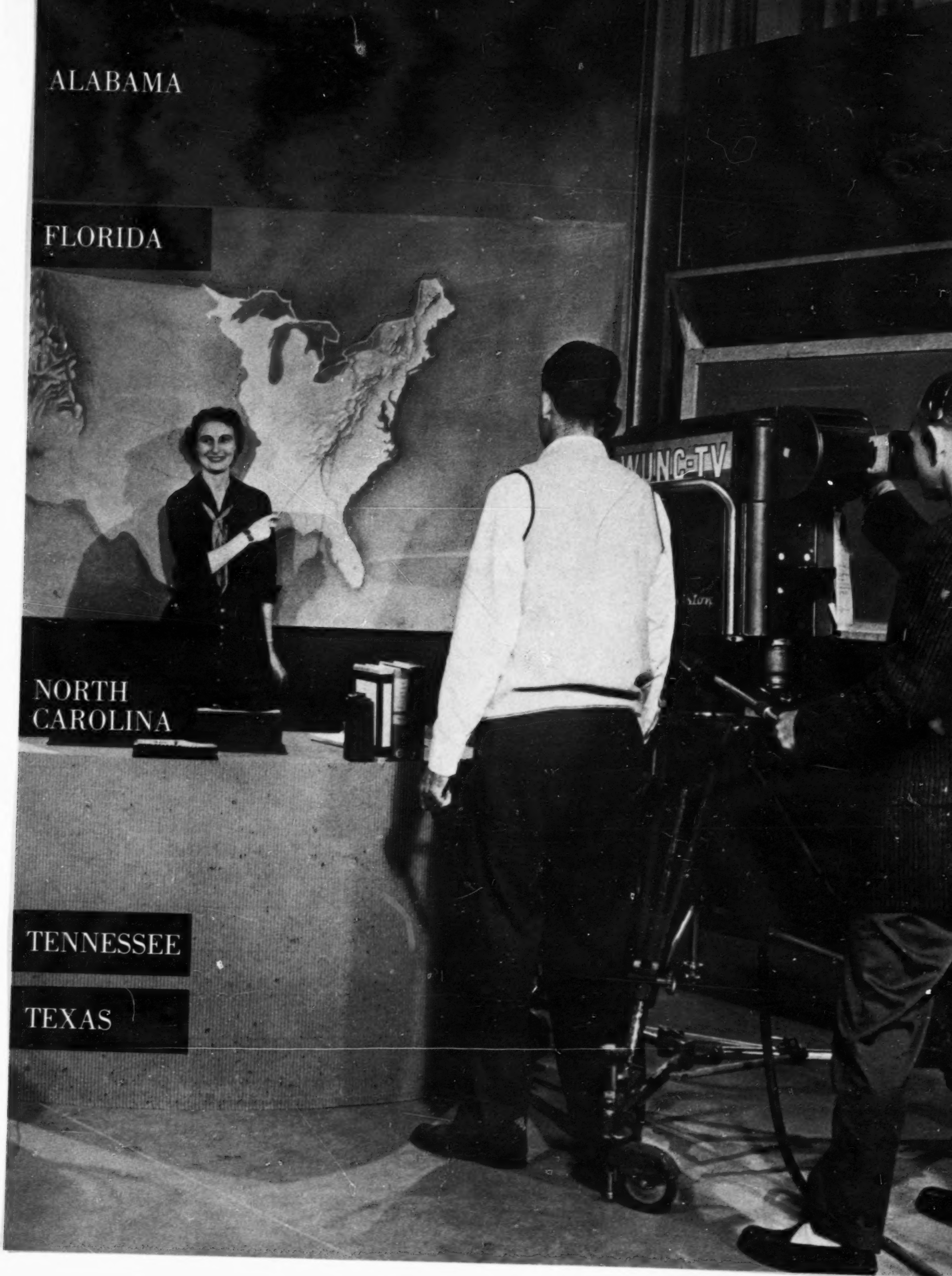
ALABAMA

FLORIDA

NORTH
CAROLINA

TENNESSEE

TEXAS



II. IN-SERVICE TEACHER EDUCATION IN THE PUBLIC SCHOOLS THROUGH THE USE OF TELEVISION

The improvement of instruction through continuing in-service teacher education is a recognized function of a modern school system. The general and pre-service professional education of most teachers becomes a foundation for continued in-service growth. To meet the complex and changing needs of the modern public school curriculum, most school systems provide a variety of learning opportunities for their instructional personnel. Usually these consist of seminars, workshops, and other small-group discussion programs.

Where television is used for in-service teacher education, learning opportunities can be provided simultaneously for large numbers of teachers in various locations. Effective methods and techniques can be graphically presented to teachers in all subject-areas and on all grade levels. Skilled teachers in particular areas can demonstrate. Accomplishments in curriculum development can be shared system-wide. Teachers throughout the system can see better things being done, and see how they are being done. Teacher communication may be improved, and standards of teaching achievement may be raised.

By the use of television, plans for in-service teacher education may be better organized because one plan serves the entire system. It may be more practical because the demonstrated techniques may be applied immediately, and the results measured in the day-to-day classroom use. These things may be effected at much less cost, because the work of a good teacher-trainer is multiplied many times.



IN-SERVICE TEACHER EDUCATION

Program: Play Production

ALABAMA . . .

Educational Television Network

Ala. Polytechnic Institute, Auburn

Alabama English teachers were asked by television staff members to decide what programs were most needed for the 1957-58 school year. High on the priority list was a series to help the English teacher in school play production. Although half the English teachers attending the planning meetings at Auburn, The University of Alabama, and Birmingham, had Master's Degrees, they felt the need for knowledge of play selection, stagecraft, production, and direction.

Financing was not a problem, since such a series on the Alabama Educational Television Network would be underwritten by a grant from the Fund for the Advancement of Education. Audience was assured because of the interest of English teachers who so frequently are assigned the production of school plays. Facilities for the series were present at all program centers of the network.

Time and origination of the broadcasts were arranged by the directors of the three centers in the Alabama network, after consideration of teaching personnel, each center's commitments for this and other programs, and availability of the audience of teachers for whom the series was planned.

Since the three centers of the network shared in the production of the series, meetings of representatives were necessary. Arranging these meetings presented a problem geographically; but the intent and purpose of the series was easily agreed upon; subject matter areas were sorted out to each studio without difficulty.

The programs dealt with play selection, stagecraft, production, and direction and emphasized practical approaches for the non-professional.

Resource people and talent came from the public schools and from the graduate ranks at Alabama Polytechnic Institute and the University of Alabama. Television instructors were chosen from faculties of universities and public school drama departments.

A study guide was prepared during the summer months prior to the broadcasts. Each instructor prepared his own manual for that portion of the series for which he was responsible. These were then combined into one complete study guide.

No formal training of the television teachers took place. Some had already done television programs previously. All had theater experience. They worked closely with the director of the series. Rehearsals, with and without cameras, were held before the series went on the air.

Newspaper releases were used to tell the story of the programs. Since the study guides were sent to all schools in the state, they promoted the series. English teachers who had initiated the planning, engaged in promotion and orientation in their localities. Station personnel visited schools to orient teachers to the series.

IN-SERVICE TEACHER EDUCATION

Program: Methods for Modern Teachers

NORTH CAROLINA

Educational Television Channel
WUNC-TV, Chapel Hill, Raleigh,
and Greensboro

North Carolina State Committee,
Consolidated University of
North Carolina

Most school systems have programs of in-service education for their teachers. Guest speakers or specialists are often brought in to help with these programs. Many school administrators expressed interest in providing television programs as a part of their in-service programs. It was a means of taking specialists into many schools at the same time.

It was decided that an advisory committee could help in the planning of the programs designed for in-school viewing. Suggestions for membership of this committee were made by staff members of the University of North Carolina, School of Education. Members included superintendents, principals, supervisors, teachers, State Department of Public Instruction personnel, and staff members of the School of Education. Studio directors attended the meetings as ex-officio or advisory members. The appointments to the committee were made by the President of Consolidated University of North Carolina.

Programs were discussed and plans were made at meetings during the fall and spring of 1957. The nature of the programs and the time was discussed at length. It was decided to present the programs from 3:30 to 4:00 on Wednesdays in order that teachers could view the programs at the school, after students had gone home. The audience was primarily teachers, with other viewers because the series was on an open circuit. The programs represented a wide variety of areas with special emphasis on the work of the elementary school teacher, such as science, mathematics, language arts, social studies, guidance, use of the library and others. In some instances, four or more programs were planned on one area.

Although programs were planned at the committee meetings, various members contacted personnel for the individual programs. Coordination of the programs was the responsibility of the chairman of the committee, a professor from the School of Education, University of North Carolina.

The series began September 25, 1957, and has been presented weekly.

As WUNC-TV is an educational television station, arranging for time was simply a matter of discussing the programs with the three studio directors. Personnel selected to present the programs consisted of staff members of the School of Education, State Department of Public Instruction personnel, teachers in public schools, and specialists in various areas who were not directly connected with the schools. Availability of the guests was considered, together with their previous experience on television. They were informally prepared for their television presentations through suggestions from the station staff and the coordinator of the programs.

Promotion and publicity was carried on through the newspapers and a station study guide printed

by the State Department of Public Instruction and distributed to administrators and supervisors of schools in the viewing area. Programs were also listed in the TV Guide for this area.

A research grant made it possible to evaluate the effectiveness of the series. Questionnaires were sent to superintendents of schools within a radius of 75 air miles. Follow-up questionnaires were sent to principals and supervisors in schools where the superintendent indicated the series was being received. Responses were studied to determine the use of the series and suggestions for improvement. The Advisory Committee composed of administrators, supervisors, teachers, and State Department of Public Instruction personnel, School of Education representatives and staff members of WUNC-TV used the findings of the survey in planning the series for subsequent years. The work of the committee and the survey have furnished the basis for improving the series and also in expanding interest and participation in the programs.



TENNESSEE . . .

Educational Television
WKNO-TV, Memphis

Memphis State University, State Dept.
of Education, Memphis City Schools

The State Department of Education of Tennessee and the Memphis City Schools listed art education and music education as high priority areas for in-service training to teachers. Memphis State University volunteered to conduct such training over WKNO-TV in order to reach a great number of teachers in a short period of time and thereby expand art activities in the elementary schools in Memphis and Shelby County. WKNO-TV is a non-commercial educational television station.

Action was initiated by the State Department of Education, the superintendent of the Memphis City Schools, Memphis State University, and WKNO-TV. Plans for the program series were discussed with the elementary supervisors of the city schools and the state supervisor of elementary instruction. Their main concern was how to set up the program for full service to the teachers. The course was offered for college credit or for in-service training credit. The services of the instructor were donated to the project by Memphis State University and WKNO-TV donated its time and facilities to carry out and promote the project.

Preliminary investigations and orientation of Memphis teachers were conducted by the city school system. The state supervisor informed school systems in the outlying areas of the WKNO-TV signal and the manner in which teachers might avail themselves of the series. The individual art projects demonstrated included crayon drawing, primary grade manuscript writing, finger painting, clay modeling, and papier mache.

WKNO-TV cleared the best evening time available for the programs. The instructor was selected for the series as a result of a television demonstration witnessed by the Program Director of the station. He was trained in production techniques for a full month prior to the beginning of the series. All facilities and staff of WKNO-TV were made available to the instructor in preparing for his appearance on the station.

Extensive newspaper promotion was carried by the local and area newspapers. A brochure outlining the course was mailed to over 4,000 teachers and interested adults in the area. Television spot announcements were carried on WKNO-TV for three weeks prior to the start of the series.

Research and evaluation of the project was possible in two groups, those enrolled for college credit and those who joined the course on a non-credit basis as a part of the Memphis in-service education program.

The non-credit group met three times with the television instructor and elementary supervisors. They examined teacher-and pupil-made art products and discussed problems in art instruction. They participated in individual art activities. They viewed programs. A questionnaire given the

non-credit group at their last meeting had two purposes: (1) to ascertain if they held the same opinion of the television experience as they indicated on the mid-term questionnaire and (2) to estimate the implications of educational television on members of the student's family, his co-workers, superiors, and the community as a whole.

The questionnaire results were:

	Affirmative Mid-Term Rating	Affirmative Final Rating
• Home classroom equal to or better than college classroom instruction	82%	70%
• Television instruction commands more attention than classroom instruction	76%	87%
• A greater motivation to learn	67%	87%
• Students learned more by television	60%	79%

The students agreed that other subjects could be successfully taught on television, that from their experience with this course, teachers could utilize television as a classroom teaching tool, and that courses for credit on educational television changed the viewing habits of the student, his family and friends.

FLORIDA . . .

Educational Television Station
WTHS-TV

Dade County Public Schools,
Miami

The Supervisor of Arithmetic in the Dade County Public Schools (Miami, Florida) had spent some time holding training sessions in the various elementary schools to help teachers overcome observed weaknesses in teaching arithmetic in a meaningful and progressively articulated manner. With her graphic lectures and demonstrations, she had been getting some excellent results, but with some 3000 or more teachers needing this kind of help, her quantitative progress through the school system was rather slow. In 1956 it was decided to use the facilities of the educational television station to make this necessary in-service education available to all of the teachers at one time.

In consulting with the Director of Television Education, the Arithmetic Supervisor discovered that it was necessary to organize the material much more carefully and to plan the presentation much more precisely than she had been doing in the schools. Graphics and other demonstration materials were developed and fitted into the planned presentation. The series of 18 lessons, a half-hour each week, had three lessons at each grade level, 1 through 6. After the first semester this plan was changed to make 3 series of 6 lessons each, with each of the series devoted to the grades 1 and 2, 3 and 4, and 5 and 6, respectively. This seemed to be more satisfactory to the teachers and made it possible to organize the sequence of presentation a little better.

When the series was first conceived it was suggested that this new in-service education opportunity be made available at a time when all of the teachers could view it in their own schools immediately after regular school hours. Because of differences in school schedules, this plan was not practical. A survey indicated that 7:30 on Friday evening would be the most convenient time for teachers to view these television presentations in their own homes.

The Arithmetic Supervisor went through a regular course of training in teaching by television. She modified and adapted all of her classroom techniques to the studio. The objective of the program was to help elementary school teachers do a better job of teaching arithmetic. The program was called "The Third R" and was given as much dramatic production as was possible without interfering with the teaching process.

The methods and techniques of making numbers meaningful and the processes of arithmetic understandable to children were graphically explained, and various materials were demonstrated. Moveable place-value charts were used along with three-dimensional digits to explain the relationship and function of numbers. After the presentation of a technique the supervisor used the technique in teaching a small class of children in the studio. Children were selected from the grade level of a school which had not yet had the process to be demonstrated, so the teaching and the demonstrated results were realistic.

This in-service teacher education program has been so successful in raising the standard of teaching arithmetic in the school system that it has been continued. It was nominated for the Sylvania Award in 1957. Far more of the general public followed the series than teachers.

More courses of this nature in other subject-areas are now being planned.



Program: Teaching of Spelling



Educational Television Station KUHT-TV, Houston
Houston School District

The Houston School District is rapidly growing and now has over five thousand teachers. Communication between instructional and staff levels within the system has become increasingly difficult. The district staff felt that the problem might be partially solved if television were used to replace or supplement large group meetings of teachers in the in-service program.

KUHT-TV, the local educational television station, is a cooperative operation of the University of Houston and the Houston School District. Therefore, facilities were available for in-service education programs within the three hours already allocated weekly for public school purposes.

The spelling series is illustrative of several in-service series which have been broadcast. Faculties in sixty elementary schools viewed four programs on the teaching of spelling. These programs combined lectures and demonstrations given by the Director of Elementary Education. They were aired at 3:15 in the afternoon and were viewed by groups of teachers in their school libraries. Programs lasted forty-five minutes and were followed by faculty discussion. The discussions gave feed-back of questions to the central office and resulted in a common point of view for teachers and principals.

Other in-service telecasts have been used in elementary arithmetic, instructional materials, mental health, and creative writing in high school English. These and other programs are helping the staff to build criteria for the selection of in-service experiences for portrayal through the medium of television. One use has already been identified: bringing to the television camera consultants and resource persons who come to Houston to advise the staff on professional educational problems.

Evaluation of in-service television series has pointed up the importance of the discussion period following the program. Attention is now being given to training discussion leaders among school faculties to take over immediately after the television presentation. Schools are advised not to view programs unless the discussion periods are conducted since they are vital to teacher utilization of the telecasts.

III. UTILIZATION OF TELEVISION FOR DIRECT TEACHING IN THE PUBLIC SCHOOLS



Continually increasing school populations and the perennial shortage of qualified teachers make it imperative that school administrators take advantage of every device which will enhance the use of plant facilities and expand the effectiveness of good teachers. Research and experimentation have demonstrated that teaching by television is effective, and that in many cases learning is accelerated and retention increased by television methods.

Of course, some areas of teaching lend themselves more readily to television; however, any subject which can be taught effectively by lecture, demonstration, graphic analysis, and visual or dramatic presentation can be adapted to television. The method remains essentially the same but takes on the concentrated and personalized forms unique to television. The pupil sees more detail; he forms concepts more quickly and firmly because of visual impact at the exact moment of explanations; he relates the abstract and the concrete with less effort; and he covers more subject matter in less time in the more highly organized television presentation.

Direct teaching of subject matter by television has made it possible for less school plant to serve more students, and has given the advantage of good teaching to greater numbers. Direct teaching by television is a team job. Planning is system-wide, and the classroom teacher and the television teacher work together in mutual understanding and confidence.

ALABAMA

GEORGIA

OKLAHOMA

246
381
452
894
627

Multiply
Divide
Add
Subtract

Drills
Checks

6 2 4 1 3 5 6
7 8

DIRECT TEACHING

Program: Health and Safety

ALABAMA . . .

Educational Television Network
Fairfield City Schools, Fairfield

Fairfield faced the need of more and better teaching in the area of health and safety for elementary pupils. Both qualified teachers and textbooks were limited. The medium of television, because of its appeal both to sight and hearing, seemed adaptable to the purpose of developing a deeper concern for the health and safety of children.

Action toward programming to meet this need was taken by the manager of Alabama Educational Television, by university representatives, school superintendents and television personnel in the Birmingham area. The Fairfield superintendent and the supervisor of instruction were called upon to make further study. Questions which were immediate were locating qualified teachers to appear on the series, providing released time from the network, finding time for rehearsals, getting transportation to and from the studio.

Conferences were held with a group of proposed talent to plan the lessons. From this group came the teachers for the series, chosen for their knowledge, personality, teaching ability, and even more a factor in some cases, willingness to teach by television. These persons were prepared for the responsibility in conferences and workshops, and by rehearsals.

Agreement was reached on time and point of origination: 1:00-1:15 p.m. each Wednesday from the University Center, Birmingham.

Promotion was given the series through distribution of the outline to all elementary teachers in the Fairfield system and to other school systems. Television sets were purchased for each Fairfield elementary school. Lesson information was given to teachers prior to each program and teachers prepared their students. Following the lesson, teachers led pupils in discussion and evaluation.

Evaluation sheets were sent to teachers, pupils and parents with good response. Results indicate more attention to daily planning for health and safety instruction, with increased use of new ideas and new methods.

ALABAMA...

Educational Television Network
Bessemer School System, Bessemer

A study of students' schedules as well as individual conferences revealed that a large number of Alabama high school students considered Latin a dead language. They by-passed the subject for others they considered more alive. Newspapers and radio stations seemed uninterested in promoting the study of Latin. Group meetings with parents and students brought few noticeable results. Latin teachers decided to try television to stimulate interest in the study of Latin.

To determine what action could be taken, conferences were held with the Bessemer high school Latin teacher and the television coordinator. This teacher was a logical choice for teaching the television series since she was enthusiastic and capable of making the presentations and the subject interesting. Because this series was Bessemer's first attempt to employ television for direct teaching, and because funds and facilities were limited, the Latin program was planned to be simple and inexpensive. Each Latin class at Bessemer would assume certain duties in connection with the programs. Rehearsals would be set up for teacher and students appearing on a given program.

The television teacher and the coordinator established individual lesson objectives and over-all course objectives. These were discussed with students helping with the programs and were included in the letters sent to schools.

Students were used for each television lesson. They participated in dramatizations, discussions, panels and other activities from the regular classroom.

Letters giving details and schedules of lessons were sent to all high schools in the state. A complete schedule of the lessons was given to each teacher requesting one. A teacher's guidebook was sent upon request. The publicity department of the Alabama Network handled further promotion via television, newspapers, and radio.

When content decisions were being made, students who had not displayed any previous interest in Latin were interviewed; their comments and questions helped in building effective programs.

Questionnaires sent to teachers assisted in evaluation. Evaluation sheets distributed by teachers were filled out by students following each television lesson. These were returned to the television teacher and the coordinator, who carefully incorporated suggestions in building future programs. Classroom teachers directed oral discussions in classes which participated.

Reactions to the Latin series were positive. Many students, parents, and teachers requested a continuation of the programs. Several lawyers underlined the value of the series. Because enrollments in Latin increased, a tangible result was a change of attitude of some high school students. In some instances the school administrators agreed to arrange the schedules so that an hour could be established for the televised Latin programs in case they were continued.

GEORGIA . . .

Commercial Television Station
WLW-A TV, Atlanta

Schools in Decatur Area and State
Department of Education

A series of elementary music lessons, taught via commercial television, contributed to the Georgia State Department's exploration of television in education. Coordinated by a staff member of the State Department, programs were directed to elementary classrooms for the purposes of studying teacher-pupil attitudes toward television and of looking more critically at television teaching techniques.

This cooperative project was given direction by a committee of instructional supervisors and teachers, who set policies and evaluated the programs periodically. The music supervisor from the Decatur school system was released by the superintendent for half of her time to teach the television series. Participating were schools in a five-county area and the city of Decatur. All fourth grade classes in Decatur viewed the programs.

Sixteen half-hour lessons were telecast weekly. These lessons included four initial lessons to orient the pupils to the series; the additional lessons concerned reading music, demonstrations of instrumental and choral music, rhythm band, and dance. The lessons were correlated with art, literature, social studies, and geography being taught in the classroom. Musical instruments were presented when they contributed to an appreciation of music.

Some of the participating teachers had no training in music. Others had varying degrees of competency. The instructional supervisor in each participating system was responsible for public relations, teacher orientation, distribution of lesson plans, testing and evaluation.

This series was successful as measured by a great number of teacher requests made to continue the series after the first year. This series made it possible for a music education program to be carried on in those systems where there were no music supervisors or trained music teachers.

OKLAHOMA . . .

Broadcasting Center
Oklahoma City Public Schools

Oklahoma City Public Schools,
State Dept. of Pub. Inst., and
Okla. Assn. of School Admin.

In 1955-56, of 233 public high schools within a distance of 90 miles of Oklahoma City, 124 of these high schools were not offering courses in physics, chemistry, trigonometry, solid geometry or advanced algebra. Many of the other 109 high schools offered only one or two of these subjects. The school administrators of the state were aware of the insufficient number of classes in high school mathematics and science that were offered, and equally aware that in many cases compromises had been made in the quality of instruction. Even in Oklahoma City, the largest school system in the state, it had become increasingly difficult to secure enough qualified teachers for the science and mathematics classes of the 16 junior and senior high schools. Additional pressures for maintaining an acceptable pupil-teacher ratio brought problems to the small school where too few pupils were available for the advanced science and mathematics courses to make it practical to secure teachers and set up laboratories for the science work. For the larger schools the increased number of pupils could not be matched by increased facilities and additional qualified teachers. Instruction by television seemed a possible solution.

In the summer of 1956 the Oklahoma City Public Schools experimented with televised instruction in trigonometry and high school physics. This experience led to financial support by the Frontiers of Science of Oklahoma, Inc. The business and professional men comprising this organization saw instruction by television as one means of increasing the educational opportunities for pupils in many of the smaller high schools in the state.

During the first semester, 1956-57, a state project in educational television was on the air with 57 pupils in 12 schools receiving instruction in high school physics and advanced algebra. In the second semester, solid geometry and geology were added to the course offerings, and 150 additional pupils in 20 schools were added to the roll.

Correspondence with representative superintendents and principals of many of the schools within the 90-mile radius indicated an enthusiastic response to the experiment and an interest in cooperating with future televised courses. A plan for offering televised instruction was outlined before the State Department of Public Instruction and the Oklahoma Association of School Administrators. These two groups expressed interest in the planning and operating of such a project. Under a grant from the Fund for the Advancement of Education, broadcasts for 1957-58 were set up to include telecourses in chemistry, physics, geology, trigonometry and second-year algebra. All of the programs were produced live from the studios in the Broadcasting Center of the Oklahoma City Public Schools. An additional class in physics was a presentation of the Dr. Harvey White Films. More than 400 pupils took the courses, from viewing classes in 49 high schools, in 90 counties in the

state. Most of the schools were small high schools, with enrollments ranging from 21 to 331. Many more schools tuned in to the daily broadcasts and used the study guides and tests as added enrichment for classes under supervision of regular teachers. All of the Oklahoma City high schools participated in some of the courses on this basis.

All teleclasses were 30 minutes in length. According to the schedule in the receiving schools, viewing came at the first of the class period in some instances, at the last period in others, and in the middle in a few. The latter was the preferred position, but the one most difficult to achieve in coordinating television schedule with class schedule in the many schools.

Study guides, consisting of daily assignments of reading materials and problems coordinated with the daily broadcasts, were prepared by the television teachers. The State Department of Public Instruction prepared for distribution a handbook for students and one for teachers and administrators working with them.

The status of teleclasses in various schools differed widely. In the Oklahoma City schools, and in a few of the other schools, a teacher qualified to instruct in the particular subject was assigned to them. In other schools a member of the faculty who was not qualified was assigned to supervise the viewing class. In still other situations, the pupils viewed the broadcasts alone but had a faculty member assigned to them for out-of-class conferences and supervision. Each pupil in schools other than Oklahoma City was supposed to write out assignments and keep them in a folder or notebook for evaluation by one of the field supervisors who worked out of the State Department.

During the first week of school, an IQ test was given to each pupil participating in the classes. Standardized achievement tests in Algebra I were given to all students of the mathematics classes, and general science tests were given to the pupils enrolled in the science courses. Standardized tests in each subject were given at the end of the course. Similar tests were given to control groups that were not viewing the telecourses.

The head of the television science department was a professor on leave from a state college, where he had been serving as chairman of the Department of Science. He taught one chemistry class and one physics class on television. The Harvey White Films were used for a second class in physics. One full-time assistant, a high school science teacher of experience, had the responsibility of all of the laboratory experiments. A part-time assistant, an experienced high school science teacher, also was a member of the staff. This team of three prepared study guides and tests, presented demonstrations, and directed the program. The basic instruction was the lecture-demonstration. All tests were prepared by the science team, sent to the viewing school, together with an answer sheet. Tests graded by the viewing school were returned to the television teacher for compilation of scores and for correction or comments. A distribution of grades was sent to all participating schools. Final grades for the course were determined by the viewing school and reported to the television teacher. Textbooks were selected from the list of books approved by the State Department of Public Instruction.

For advanced algebra, trigonometry and solid geometry, the same procedures were followed for

the organization of the course materials and the presentation of the lessons. A high school teacher with many years of experience in teaching mathematics taught the trigonometry and the solid geometry classes. Another teacher taught the algebra classes. There was a part-time assistant for the mathematics teachers. Each of the television teachers also taught two classes in a high school.

Geology was taught by a teacher from an Oklahoma City high school. This was his full assignment, and he had no assistant. The text was one used in the public schools, with supplementary material from the television instructor's own text, not off the press at that time.

The television course in algebra so interested teachers who viewed the programs that they requested the Board of Education to arrange for a consultant to help them learn about some of the newer techniques in mathematics teaching. Consequently, an out-of-state authority met with them for six Saturday morning sessions. The first meeting drew 87 mathematics teachers, from Oklahoma City and surrounding schools. Science teachers also met on a voluntary basis to work with the head of the television science department in an evaluation and revision of the courses of study for high school science classes.

Complete results of tests scores have not yet been compiled.

Tentative conclusions are:

- pupils will respond and participate in a teleclass as though the teacher were in the classroom with them
- worthwhile instruction can be provided effectively in high schools too small to justify a teacher or in high schools unable to secure a qualified teacher in the subject matter
- televised instruction can be of assistance to superintendents and high school principals who are required to teach one or more classes in a small school system and to coaches who are required to teach one or more academic classes and to beginning teachers and teachers who are required to teach outside of their major fields
- television instruction can assist the science or mathematics teacher who has neither the time nor the equipment to make adequate demonstrations.

Opinions gleaned from comments by pupils and teachers viewing the programs indicate that the television teacher gets closer attention than the regular classroom teacher; that the pupils and viewing teachers are aware of the better teaching and better equipment available over television; that the better students say they learn more by television; that televised instruction tends to develop independent workers.

IV. UTILIZATION OF TELEVISION FOR ENRICHMENT AND SUPPLEMENTARY INSTRUCTION (In-School Programs)

Areas of instruction which demand small group discussion and direct interaction between teacher and pupil may be enriched and supplemented by televised material and instruction.

Handicapped by the lack of time and, perhaps, by lack of background, the teacher seeks help in researching and developing suitable supplementary materials and in providing experiences which develop insight and appreciation. By using the techniques and resources of television, either school-wide or system-wide, the teacher enriches and supplements the classroom learnings.

Such programs are carefully correlated with the regular teaching schedules, and planned to illuminate, clarify, and extend the concepts, understandings, and attitudes being developed by the classroom teacher.

In terms of communication, the same advantages prevail as in the case of direct teaching. The effectiveness of supplementary and enrichment materials presented on television is in direct proportion to the planning and organization which goes into the presentation. Again, it is a team job, and the potentials are limited only by the resources of the total community and the coordinated effort of the teaching staff.





ALABAMA . . .

Educational Television Network

University Broadcasting Services,
University of Alabama

Alabama public schools needed qualified instructors of music for the elementary grades. It was felt that the elementary music program, generally taught by classroom teachers with other major responsibilities, might be greatly strengthened by television instruction. Teachers would observe effective music instruction; pupils would have an enriched experience in music.

The University Broadcasting Services, one of the three production centers of the Alabama State Television Network, began an investigation of the role that television could play in music instruction and the music director of the center, together with the chairman of the Department of Music Education, University of Alabama, assumed major responsibility for planning a series of enrichment programs.

The first year's programs were considered experimental. Answers were sought for these questions: (1) what elementary grades would profit most by television instruction? (2) what teaching approaches would make television instruction most effective? Broadcast on a weekly basis, the programs were closely evaluated by teachers of viewing classrooms. A conference was held after the first year's operation to plan for future programs.

Research during the experimental period indicated that fourth, fifth, and sixth grades profited most from the television instruction. Teachers indicated the desirability of programming by units. During the second year, three units — singing activities, the science of musical sound, and musical form — were rotated throughout the series. Since audience participation enhanced the effectiveness of each program, a studio class, selected from an elementary school used by the University for demonstration teaching, was used to stimulate participation by viewing classes.

The problem of sustaining interest for a thirty-minute music lesson was solved as the television teacher gained experience in pacing the material. Study guides assisted the classroom teacher in preparing the class for the television program and in planning follow-up activities. Although the programs were intended to supplement, not replace, the regular music activities of the class, "Music Time" gave teachers guidance in planning the regular instructional program in music.

As for the television programs, the instructor was chosen because of his experience both in teaching teachers and in teaching elementary pupils. The instructor was assisted in preparing talent by the music director of the University Broadcasting Services; participants gave demonstrations of musical instruments provided the studio music class and otherwise assisted in the presentations.

Promotion was developed through newspaper articles and pictures, on-the-air requests for mail, lesson aids offered by the television teacher, and the teacher's guide offered to all requesting it. Research and evaluation was coordinated by the staff of the State Department of Education.

ENRICHMENT AND SUPPLEMENTARY INSTRUCTION

Program: World Wide Classroom

FLORIDA . . .

Commercial Television, WSUN-TV, St. Petersburg
Pinellas County Public Schools

For the past few years educators and civic leaders in Pinellas County had worked diligently to activate an education channel on the west coast of Florida and they needed a live program to present for community viewing — a program that would demonstrate one phase of educational experience. The Pinellas County Public Schools offered to present such a program with the cooperation of WSUN-TV. WSUN-TV, a commercial, UHF station in St. Petersburg, donated to the schools one half hour daily. In the fall of 1957 work was begun.

The program manager of WSUN-TV, the radio and television coordinator for Pinellas Schools, the assistant superintendent in charge of instruction, the director of elementary instruction, and the assistant to the director of elementary instruction attended the first planning session. It was decided that the time for television most beneficial to elementary children was 1:30-2:00 p.m. A 13-week series was planned to present Encyclopaedia Britannica films, selected by elementary principals and teachers through the county.

The series, called "World Wide Classroom", was presented 5 days a week from 1:30 to 2:00 p.m., February to May. The teacher-of-the-week was placed in a classroom set. Usually, two Encyclopaedia Britannica Films were shown each day and the teacher supplemented these films with her own aids, stories, suggestions on follow-up, or other material she felt would interest the children. The teacher could view her films at the studio 2 or 3 weeks ahead of her show. The material presented was left to the television teacher; consequently each week a new personality with a different method of enrichment in teaching was discovered.

The teachers-of-the-week were chosen from a group of forty interested teachers who volunteered their services. WSUN-TV offered its facilities in helping to select thirteen teachers for the series. The group met at the WSUN-TV station and were briefed on the purpose and format of the show. Each teacher appeared on closed-circuit television for three to five minutes, answering impromptu questions of the coordinator. A committee of WSUN-TV staff members and school administrators then selected the thirteen teachers after viewing them on closed circuit.

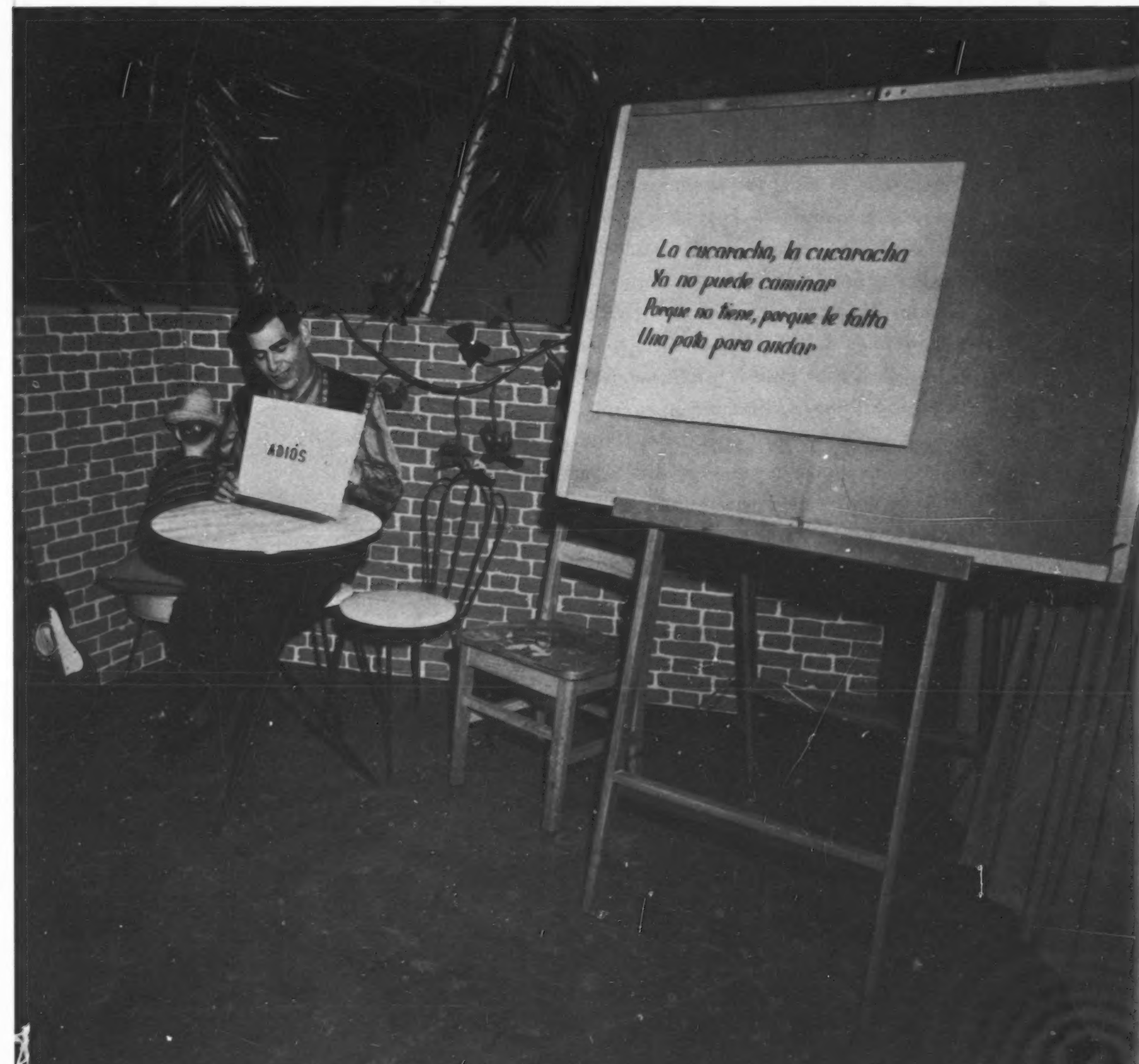
Classroom teachers were supplied with manuals listing the scheduled films with a short paragraph for each film. The films were not scheduled by subject area. Each teacher was urged to select for viewing those films most suited to supplement or enrich her on-going teaching activities. Although two films were shown daily, the viewing group changed between films.

While the series was being planned, the community became acquainted with the series by newspapers, television and through principals, teachers and P.T.A. groups. Each principal encouraged the purchase of television sets in his school. The school administration recommended the purchase

of a special 24" classroom set and 36 of the 49 schools were financially able to order sets.

A survey of the series was made in the last few weeks of production. From the survey it was established that the majority of teachers were enthusiastic about the series. Many offered constructive criticism; all expressed a hope for more programs next year.

The series accomplished its main purpose. It aroused educational television interest and it provided an opportunity for teachers to begin one form of television teaching.



ENRICHMENT AND SUPPLEMENTARY INSTRUCTION

Program: TV Lesson

NORTH CAROLINA . . .

Commercial Station, Asheville
Asheville City Schools

Demand for certain films in the central library of the Asheville Public Schools was seasonal, and there were not enough prints to fill requests promptly. This was especially true on the elementary school level.

In many cases facilities for light control did not permit satisfactory classroom film showings, and in other cases teachers did not feel competent to set up and operate the necessary equipment.

Action directed toward meeting these needs was initiated by the Director of Audio-Visual Education. Teachers were asked to consider a plan for televising certain films so that a number of schools could receive them at the peak of their seasonal demand, instead of having them passed around week by week. The reaction was favorable.

A single 21" receiver with rabbit ear antenna was placed in each elementary school. The set was on a wheeled stand so that it could be moved from room to room.

A local station, WLOS-TV, provided free air time at 11:30 a.m. daily, but with the restriction that the broadcasts be limited to films and slides. It was felt that an appropriate on-the-air introduction to each film was necessary in the interest of good teaching, and a series of slides with accompanying script was prepared for each film showing. The script, usually 3 to 5 minutes, was read from the audio booth or recorded in advance by a teacher.

Films to be used were selected on the basis of teacher requests, and weekly schedules were distributed on preceding Fridays. These schedules contained descriptions of content, grade level, and other pertinent information.

Clearance for broadcasting instructional films was readily granted by the major film producers who received a copy of each weekly schedule and billed the school system for royalties at the rate of \$1 to \$1.25 per minute. Forty-five broadcasts were produced involving slightly more than \$500 in royalties. The programs were discontinued due to network commitments of the television station. Inability to transmit color and lack of a live teacher introduction to each film were considered major drawbacks. However, film use in the elementary schools was increased during the experiment.

ENRICHMENT AND SUPPLEMENTARY INSTRUCTION

Programs in Science, Music, Vocations,
Recreation, etc.

NORTH CAROLINA . . .

Educational Television Channel
WUNC-TV, Chapel Hill, Raleigh
and Greensboro

Schools of Education of the
Consolidated University
of North Carolina

The TV Committees of the Schools of Education of the three branches of the Consolidated University of North Carolina felt that university facilities should be used to supplement the work of the public schools. In this manner specialists could be brought to a number of schools at the same time. Equipment and materials could be used which would not normally be available for public school people. Through the combined efforts of the staff of WUNC-TV and the TV Committees of the Schools of Education of the Consolidated University of North Carolina, a series of programs was initiated in the school year, 1955-56. Programs have continued into the third year. The scheduling for the first two years involved daily programs, each for a half-hour. The third year scheduled programs vertically on Wednesdays. They are:

- Science in Nature* — designed to supplement science instruction for students of the junior high schools.
- Music in the Air* — designed to help in the instruction of children in grades 1-6 in learning songs and rhythms.
- A Career for You* — designed to furnish vocational guidance information for junior and senior high school boys and girls.
- Play Period* — designed to supplement the physical education program in the fourth and fifth grades.
- Engineering Visits* — designed to help the student who is particularly interested in a technical career.

These programs were designed to supplement and enrich the curriculum of the public schools. They were selected on the basis of interest expressed by school personnel and the availability of television talent.

In the beginning, conferences were held to discuss plans for the series. These programs were also discussed at a combined conference of the staff of the three branches of the Schools of Education of the Consolidated University of North Carolina. The television committee in each institution planned for the various segments of the program. Program coordinators at each branch worked out details with the directors of each studio. Technical assistance was provided by the studio staff.

Resource people were selected because of their talent in a particular field and their willingness to cooperate in the program. This work was in addition to regular teaching or administrative responsibilities. Public school students, both elementary and secondary, were participants in several program series. All program participants were prepared for their work by conferences with studio per-

sonnel and the program coordinators at the three institutions.

Promotion and publicity for the programs were carried out through the distribution of study guides sent to various school systems in the viewing area. Newspaper coverage was given and the programs were listed in the TV Guide for the area. Announcements of future programs were given on each television program.

The utilization of the programs was determined by the individual school systems, largely by the availability of television facilities in the schools. A discussion of the use of television to supplement the curriculum of the schools was included in the program of a number of conference of educators, such as the state meeting of the North Carolina Department of Classroom Teachers, the State Guidance Conference, P.T.A. meetings, and study groups. A demonstration of the use of the *Career for You* series was made at the North Carolina Guidance Conference.

Probably the most difficult problem confronting the use of these programs by the schools involved the scheduling of time for classroom viewing and in making the sets available in sufficient numbers. This situation has been improved. Coordination of the programs has involved considerable time and effort on the part of a number of individuals. Those involved have carried on this work in addition to regular responsibilities, and this shows a definite interest on their part in the possibilities of such programs.

In order to evaluate the effectiveness of the series, two surveys have been conducted by the North Carolina State Committee on the Public Schools and Educational Television. Another survey was conducted by the Survey Operations Unit, The University of North Carolina. These surveys have proved helpful in planning programs and have probably increased interest in the use of television in the schools. Effects or changes resulting from the programs are difficult to measure. Many schools have used the programs to supplement their school curriculum.

Program: Instruction for Elementary and High
School Art, Music, Science, Mathematics

OKLAHOMA . . .

Broadcasting Center

Oklahoma City Public Schools

Elementary schools in Oklahoma City are operated on a basis of self-contained classrooms. Many teachers felt that they could not adequately handle subjects such as art, music and science, because of lack of time for research or gathering of materials, or because of lack of background or skill in the subject. Supervisors also felt the need for helping teachers in some of these areas. Television seemed to offer an opportunity for teaching to supplement classroom instruction.

In the high school classes there was a need for some extension of resource material in Oklahoma history and in guidance to all classrooms in all schools. Visits from resource people, often available for only an hour or a day, were limited to a few classes. By television, it was possible that they might be available to all schools.

City supervisors of several subject areas worked with committees of teachers to determine the content and the format for programs which were to be included in the enrichment series. Study guides or informational bulletins were prepared by the television teacher and distributed to all schools. All of the programs were listed in the TV Guide and in the local papers. A calendar of the program schedule was distributed each month to all teachers. The local press was generous with space for news stories. Each school selected a radio-television representative who attended a meeting once a month and assumed the leadership role in utilization of television and radio programs in his school. The productions were under the direct supervision of one of the elementary supervisors. The high school programs were under the supervision of a supervisor of secondary education.

The art and music programs were prepared and presented by one or several of the traveling art or music teachers, who visit classrooms on a rotation basis. The television program responsibility was a part of the week's assignment for the traveling teacher. Sometimes the format provided for a direct-teaching situation, and at other times, children served as a studio class and demonstrated work they had prepared in their own classroom. The same procedure was observed for the language arts, the elementary science and the social studies programs. However, for the teacher of each of these series of lessons, the television program was the full assignment. They were experienced teachers, accustomed to the self-contained classroom situation, and they served as assistants to each other.

At the high school level, the planning and production of the classes in state history and in guidance were the complete responsibility of the television teacher of each subject. Through a monthly bulletin, prepared by the television teacher and sent to all high schools, information concerning each program was made available to the classroom teachers who used the television pro-

grams. All listening-viewing was permissive. The format for the program included the television teacher and guests, who were interviewed, or who gave a lecture-demonstration of the subject of the day. Slides, films, film clips, and many authentic objects added visual interest and authenticity to the programs. Production variety for all programs was insured through the use of various devices, such as Vu-Graph, magnetic board, rear view projection, pull outs, overlays, the crawl, models and miniatures, charts, etc. All programs were planned as two camera shows. Occasionally, of course, technical difficulties limited production to one camera.

There was no testing program set up for evaluating these enrichment programs. Class and teacher reaction to the programs was reported through the radio-television representatives. Evaluation sheets were sent to the viewing classrooms at intervals during the year. Many letters and telephone calls attested to the interest of the viewers. More tangible results were evidenced in the request for some after-school programs in how to teach science, and in a large enrollment in the science groups of the annual instructional workshop for teachers held during the summer. The other programs also proved that television can provide enriching experiences for the boys and girls, and give inspiration and stimulus for the classroom teacher.

After the first year's operation, subsequent planning included summer lessons in conversational Spanish, conversational French, conversational Russian and lessons in reading taught by television each day. The response from the public was surprisingly good. For the 1958-59 school year the secondary school courses include:

- Algebra I-II, for 9th grade classes and for accelerated 8th grade classes
- Algebra III-IV, for 10th grade classes
- Mathematical Analysis, for 12th grade classes (replaces College Algebra)
- Natural Science, for 7th grade classes
- Biology, for 9th grade classes
- Chemistry, the new film series prepared by Dr. John Baxter
- Physics, the Dr. Harvey White film series.

The television classes are used by the better students at the grade level indicated, in both the Oklahoma City Schools and in schools out in the state. Other classes of average pupils at the next grade level use the programs for enrichment purposes if desired. In one school 700 seventh grade pupils study natural science by means of television alone. Supplementary teaching in American history and in Oklahoma history is provided on a non-credit basis.

Programs for the elementary classes in 1958-59 include art, music, science, social studies, and French. The art and music programs follow the plan of the first year, with the exception that there is a program each week for each grade level, instead of one program a week for all grades. Procedures, content and format are similar to those used last year. All art instruction for elementary classes is given by television. The traveling art teachers confine their efforts to the television programs. The traveling music teachers, however, supplement the television program by classroom visits. The other elementary programs are utilized on much the same basis as in the first year.

ENRICHMENT AND SUPPLEMENTARY INSTRUCTION

Program: Operation Careers

TENNESSEE . . .

Commercial Television Station
WBIR, Knoxville
Knoxville City Schools

Boys and girls graduating from six Knoxville high schools in 1957 were assisted in making career choices through a series of twenty-four television programs presented over a local commercial station each Monday evening at six o'clock. These programs were designed to supplement the high school guidance program. Because programs were viewed at home, parents gained career information as well as understanding of the schools' guidance services.

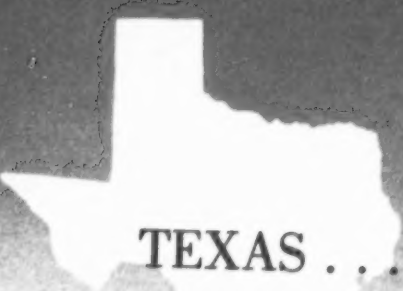
Programs were planned and produced by the Audio-Visual Department of the Knoxville City Schools in cooperation with senior high school guidance counselors, the Director of Instruction, and the Program Director of the school's FM radio station. Career preferences of seniors were studied and the twenty-four careers most frequently preferred became the subjects of the television series. The top five careers were business, engineering, auto mechanics, teaching and art.

Each week the guidance departments selected three seniors to represent their classmates interested in the career to be discussed. Each of these seniors submitted questions in areas such as personal qualities and training, opportunities, and sources of information. Two outstanding authorities in each career subject served with the seniors as a panel, moderated by a television station announcer. Questions submitted by students were organized, mimeographed and distributed several days in advance of the program to participants, the program director and the moderator.

The television station reported that response to broadcasts evidenced wide audience coverage. At school, counselors reported that seniors, as well as juniors and sophomores, said that some of their misconceptions were cleared by the programs. Some students who were confused about choosing a career made definite decisions after following suggestions made by consultants. Forty-eight leading citizens from the professions, business, trade and industry appeared on the programs. They went away feeling closer to the schools.

ENRICHMENT AND SUPPLEMENTARY INSTRUCTION

Program: Science Quest



TEXAS . . .

Commercial Television Station
KTBC-TV, Austin

Radio/Television, The University of
Texas, and Travis County Schools

In a desire to benefit science instruction in the Travis county schools, Radio/Television, The University of Texas, initiated production of a television series for elementary pupils in the fourth, fifth and sixth grades. Since television on a commercial channel could reach a county-wide group of students after school, it was felt that a series of programs in science would enrich and supplement school instruction.

The first step involved conferences with staff members from Radio/Television and persons from the offices of the County Superintendent of Schools. Science areas needing enrichment were isolated. A second step involved conferences with University faculty members from the sciences and from education to enlist their aid in planning and participation.

Air time on Saturday morning was arranged with the local station. Other decisions regarding content and format were made in conferences with county supervisors, University faculty and television staff. Participants for presentations were chosen from the University faculty and upon recommendation of the County Superintendent's office after auditions on camera.

Programs considered four topics: states of matter; life; matter and energy; and gravity and optics.

The most serious problems encountered were the weekly pressure of assembling and rehearsing a complex program. The various schedules of the professors involved created problems of rehearsals, meetings, etc.

SCIENCE QUEST was publicized by television station announcements. Weekly news releases were sent out through the University news service and were carried in the local and the University newspapers.

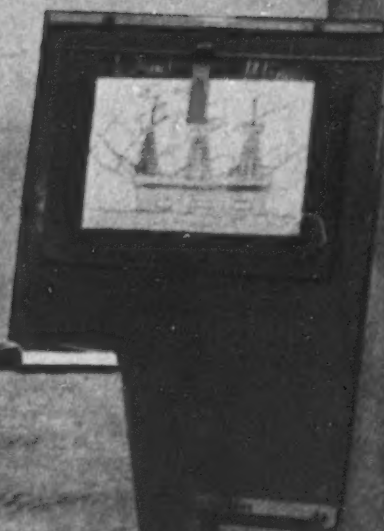
Program utilization was carefully directed. A notice was sent to the school principals that the series was to be presented. A letter went directly to teachers in the county schools telling details of the series and outlining content and subject matter for each program. The moderator and director of the program spoke to all the teachers at a monthly teachers' meeting. Another meeting was held half-way through the series.

A questionnaire was sent to teachers of 53 classrooms in Travis County Schools invited to use the television programs. Twenty-one teachers responded. A summary showed:

- 90% of the teachers rated the series good; 5% fair; and 5% average.
- 90% of the pupils rated the series good; 4% fair; 5% average; 1% poor.
- The amount of classroom time spent in direct use of the program averaged 2 hours each week.

- 70% of the teachers rated the series very valuable as a teaching aid; 20% average; 10% little value.

When the teachers were asked if they would like to use educational television as a regular enriching factor in weekly teaching throughout the full year, 70% said yes; 10% said no; 20% did not report.





ALABAMA



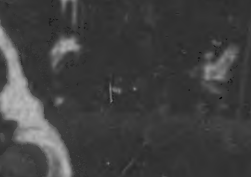
FLORIDA



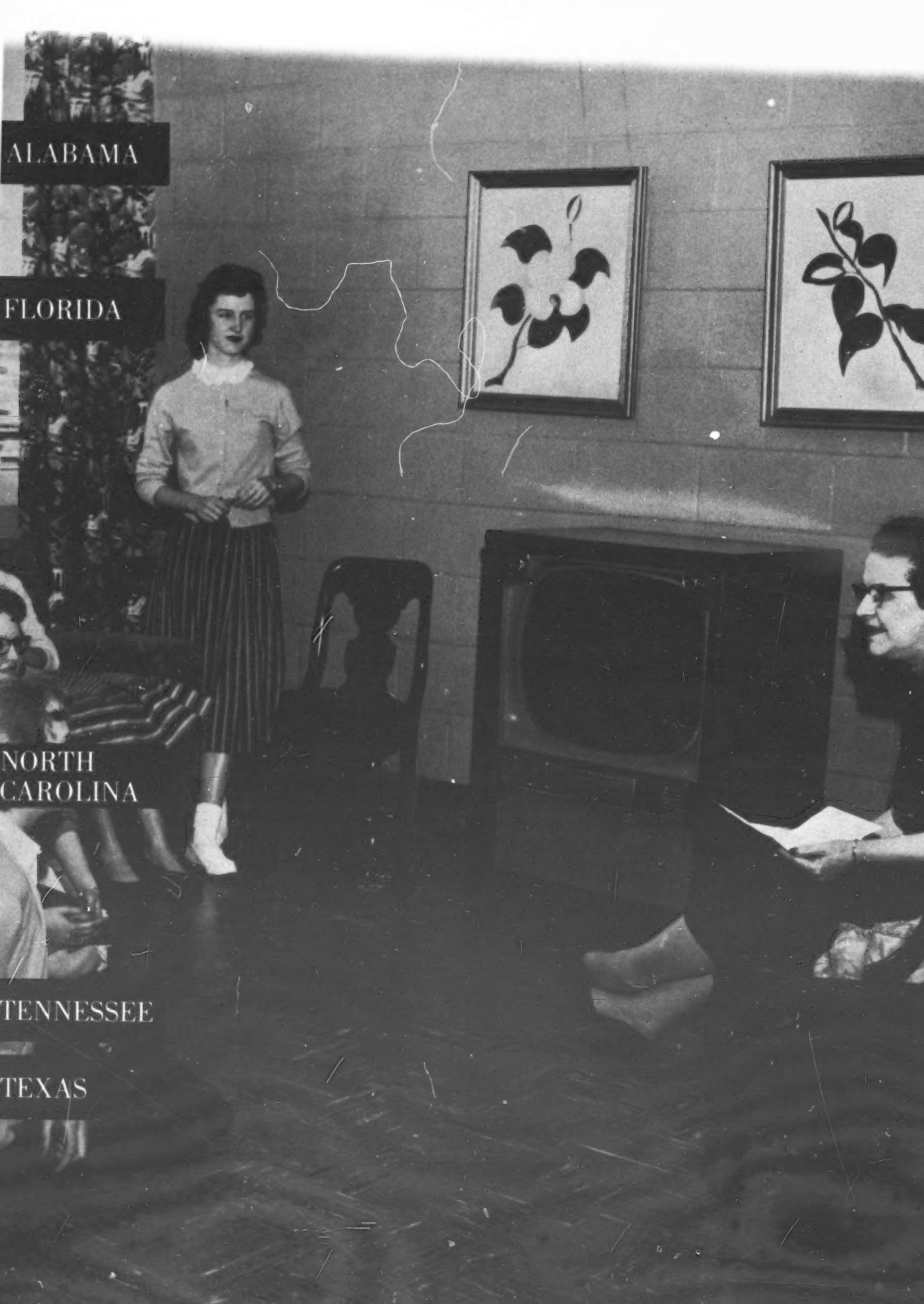
NORTH
CAROLINA



TENNESSEE



TEXAS



V. USING TELEVISION TO EXTEND THE SCHOOL'S OBJECTIVES BEYOND THE SCHEDULED SCHOOL DAY (Out-of-School Programs) ✓

Schools generally are limited to a six-hour day. One of the continuing problems of school administration is how to provide a curriculum in those six hours which will meet the growing needs of children in a complex and rapidly changing world.

Undoubtedly, all the 138 hours of out-of-school influences do not always further the objectives of the 30-hour school week. Many schools, however, are organizing out-of-school television programs which project classroom learnings. Educational television is employed to develop youth's system of values, to enable him to discriminate among the complex ideas and attitudes which surround him. Such out-of-school programs may help youth to understand his social environment, and otherwise adjust emotionally and intellectually to it.

Such programs must be high in interest value. They may range from direct teaching to adventure stories and popular music, — all with one common ingredient — they must be authentic and have the intellectual and emotional development of the individual as the basis for being.





EXTENDING THE SCHOOL'S OBJECTIVES BEYOND THE SCHOOL DAY

Program: Book Look

TEXAS . . .

Educational Television Channel

KUHT-TV, Houston

The Houston Public Schools, with television time available on KUHT-TV, sought to challenge secondary students to reading more widely and with greater depth of understanding. Book Look, a series presenting literary classics of present and past times, was developed to give strength and endurance to interest in books.

During the school year, eight programs were planned, one each month, to present a book or play, an author, or a topic concerning literature. High school teachers, the supervisor of English and the director of audio-visual education worked together in deciding upon a program format, developing plans for participation of teachers and students, and preparing a study guide for teachers.

For the gifted student, Book Look provided motivation for serious talk about good books with other thoughtful readers. Because the series used a panel format, many above-average pupils recommended by English teachers had the opportunity to participate as discussants — to widen and deepen their appreciation of literary values, to sharpen their perceptions in reading, and to crystallize their ideas and communicate them effectively to others.

Although Book Look furnished enrichment for superior students, the series led other junior and senior high school students who listened consistently to become acquainted with literary classics. They heard other students reacting in a personal way to books of real literary value. They were led to reading those books which interested them.

Teachers were assisted in making classroom use of the programs through a study guide. Teachers led class discussions on days following programs. They made selective written assignments for students who listened. Listening groups were formed in neighborhoods or from English classes, and after viewing Book Look, students continued the discussion. Some English teachers initiated book discussion groups who met regularly during out-of-school hours and went far beyond the reading suggested on Book Look. Such groups were sparked by a high school teacher or a university professor who was interested in making literature important to students.

During the first year some of the programs were devoted to presenting a single book such as *Alice in Wonderland*, *David Copperfield*, or *Moby Dick*. On other programs, a topic such as understanding history through fiction and biography or the place of science fiction in the high school literature program provided the focus.

Responsibilities within a single program were divided among participants. Questions and topics for discussion were determined either by the committee or by the moderator, and during the two planning sessions held prior to the presentation, the contribution of each panel member was planned and rehearsed.

During the second year of the series some of the programs were:

- *The Old Man and the Sea*, by Ernest Hemingway
- *King Lear*, by William Shakespeare
- *Abraham, Father of Nations*, by Dr. Alan Lake Chidsey (Guest panelist)
- *To Beat a Tiger*, by Elizabeth Foreman Lewis
- Comparison of the Poetry of Two Modern Poets — Frost and Auden

Although a panel was used in the first year's series, some modification of that format was used in the second year. Dramatization techniques were added in some instances to replace the book résumé formerly given by a panelist.

Evaluation procedures varied. On some programs, students wrote their reactions as an English assignment. Usually teachers who appeared on the programs were asked to write an evaluation. No questionnaires were distributed to large groups of viewers. Letters or memoranda from classes or individuals were encouraged and gave the planning committee suggestions for improvement of the series.

EXTENDING THE SCHOOL'S OBJECTIVES BEYOND THE SCHOOL DAY

Program: Quiet Time

ALABAMA . . .

Educational Television Network
Birmingham ETV Association

In the spring of the year, three years ago, a committee of mothers of pre-school and primary grade children requested a summer replacement program for the daily, in-school primary series LET'S LEARN MORE. Children in this age bracket had grown accustomed to watching the in-school telecast. Parents wished their young sons and daughters to continue television viewing at one o'clock each afternoon.

A primary supervisor, the chairman of the primary television series, and several primary grade teachers, who were also parents of young children, met with studio representatives to map out a summer series which would attract and hold the attention of five to eight year olds. Since the attention span of little people is rather limited, fifteen minute units were planned for the majority of the programs, but when thirty minutes were devoted to one subject area, stretch exercises were interspersed.

Variety was a key factor; yet a general pattern was followed each season. Monday was usually devoted to imaginative stories and dramatizations. The head of the children's department at the library checked the titles of acceptable stories, and compiled an additional list of stories available in the various libraries for five to eight year olds. For this segment of QUIET TIME, a hostess costumed in the semblance of a fairy queen established the atmosphere and narrated familiar fairy tales as well as new stories. Stuffed animals, pictures, toys, and one or two children specially outfitted as characters in the story helped make the stories more believable. Specially designed sets were used for each of the dramatizations.

Tuesday was devoted to "Pet Parade." A variety of pets including dogs, cats, rare chickens, hamsters, rabbits, lambs, a pony, fish, snakes and lizards were exhibited. Care and training of various breeds and historical background were phases covered. For added interest, a beautiful little fox terrier, known as the mascot and donated by the local Humane Society, was given to the child sending in the most appropriate name for the puppy.

Wednesday was established for junior "How-to-Do-Its." Activities which little people could follow and execute with comparative ease were included. Some were how to make various articles from shells; making blueprints of leaves; making wheelbarrows; cages for cut-out animals, trains, airplanes, bookcovers, bookmarkers all from paper; and making uncooked candy and other simple foods. Demonstrations showed the children how to make inexpensive hand puppets and how to put them to use in familiar stories, poems, and songs. Children were thus encouraged to dramatize the stories they knew and, at the same time, learned to manipulate the puppets.

Illustrative stories of a practical or historical nature consumed the time each Thursday. "My Alabama Home" was created to instill a love for the native state and to teach something of its his-

tory. These programs were made more interesting by pictures of the Red Man, how to make a bow and arrow, a tepee, the type of clothing worn by the first white settlers, small scale models of various modes of transportation, log cabins and other articles used in their daily living. Also on Thursday, "Music Makers" helped children to become familiar with the names and works of great composers. Stories and pictures of these musicians and their instruments were displayed, and their compositions were played. Thursday was "Party Time." Games to play, how to make favors, food to serve, and manners were used on this segment. On each program attention was directed to certain niceties which all parents like to see their children observe. On other Thursdays, "Seeing Stars" gave a simplified course in astronomy using charts and other visual aids.

"Grown Up Friends" visited the studio on Friday. An eight-year-old youngster helped the regular hostess with questions and acted as patient or model as the occasion demanded. The objective of this program was to eliminate the fear small children often have of policemen, dentists, doctors, and other professional people so necessary in their lives. The "Safety Friend" brought a small model of a traffic signal with which he demonstrated highway and pedestrian safety. The University of Alabama Dentist School furnished dentist's chair for small patients and a dentist for a simulated visit to the dentist. Another program illustrated deportment and procedures to be followed in a visit to doctor's office. A series of Red Cross instructions taught youngsters how they could be helpful in the home when there was sickness. Other "Grown Up Friends" programs followed this pattern.

The last fifteen minutes of Friday was designed to show children the value of a healthy body and how to keep it fit, games for the development of muscles and rhythmic exercises. All these activities were geared for relaxation and fun.

A hostess for the entire summer was a great help in many ways. First, the young viewer liked to see a special friend each day. She greeted the young viewer, stepped in to fill a gap, explained, asked questions, showed illustrative materials and tied the entire series together. She had a puppet known as WHOOLEY WHOODLE who helped remind children of days of the week, times of day, safety rules, proper manners and other items which needed emphasis.

On special occasions, and for special types of programs, children were used. Generally when children helped with the program, adult participants concentrated attention on the studio children to the exclusion of the child at home, for whom the QUIET TIME series was designed. However, those children who acted in the dramatizations benefited because of the creative opportunities provided. The child at home, of course, was stimulated to enact scenes drawn from his own imagination for the enjoyment of neighborhood children and adults.

A major factor in the success of the series has been that regular classroom teachers of the primary grades offered their services. Some have given one and two weekly presentations throughout the entire summer, with only a two-week respite for vacation. Others have contributed time less frequently yet all have willingly attended the required rehearsal period necessary to present effective programs.

EXTENDING THE SCHOOL'S OBJECTIVES BEYOND THE SCHOOL DAY

Program: The Younger Set

NORTH CAROLINA ...

Educational Television Channel
WUNC-TV, Chapel Hill, Raleigh
and Greensboro

North Carolina State Committee
and Consolidated University
of North Carolina

THE YOUNGER SET was planned by a television committee of the School of Education and the director of WUNC-TV. It was carried out under the coordination of two members of the staff of the School of Education and the staff of WUNC-TV. It was designed to enrich and supplement in-school learnings of junior high school students and was to contribute to "worthy use of leisure time" during the late afternoon. Programs explored many areas, such as health, recreation, citizenship, the arts, literature, guidance, and science. Talented people in these areas took part, with a mistress of ceremonies furnishing continuity.

In planning the programs, university and television personnel worked together on problems such as time for the broadcast, the audience desired, coordination, and securing personnel. When preliminary decisions had been made, the coordinators worked with the television director in providing some training for those persons who would appear, particularly with school personnel involved in "School Salute," featuring activities of a class from a guest school. Correspondence with participants, a most time-consuming process, was handled by the coordinators.

Probably the most difficult problems faced in the project involved securing personnel and corresponding with and visiting schools. Very little rehearsal time was possible because children used in the programs were not free until after the school day.

Publicity for the programs consisted largely of announcements on the television station, and in local newspapers and bulletins from the University. These programs received the usual listing in the television sections and often were described in news articles.

Because the programs were viewed in the homes, no attempts were made to measure effectiveness; however, correspondence revealed considerable interest in the programs. These programs did furnish the beginning for the in-school series on WUNC-TV in subsequent years. In other words, THE YOUNGER SET stimulated local interest in educational programs for young people and gave impetus and direction to future programming within the school day.

EXTENDING THE SCHOOL'S OBJECTIVES BEYOND THE SCHOOL DAY

Program: Television Summer School

FLORIDA . . .

Dade County Public Schools
WTHS-TV, Miami

The Dade County School system has provided for many years several kinds of summer programs at school centers. Some of these programs are designed for recreational or enrichment purposes, and other are remedial in nature; but each depends upon the somewhat limited facilities provided at a designated school center, with the pupil traveling back and forth in much the same manner as during the regular school year. In the spring of 1958, after a successful year of experimental television teaching, it was decided that the advantages of teaching by television should be made available to all the children in Dade County during the summer recess period. Instruction would be provided in several areas of the curriculum, and such instruction would be conceptual, rather than informational. By concept building, grade levels could be bridged and a solid base of understanding could be provided in the various subject areas.

The help of the parents was solicited through printed bulletins sent home with the children, and the glamour of learning by television at home was exploited. After much consideration, the following curriculum was planned:

Arithmetic, with the program title of "Nimble Numbers," was a presentation of the fundamental processes (addition, subtraction, multiplication, division). The objective of the series was to make these processes more understandable to children and to demonstrate ways in which parents might help children develop concepts and skills in the manipulations of numbers.

An introduction to books on the intermediate level, called "Off The Book Shelf" presented the books for this age group. A reading teacher reviewed a book and then read special selections in a manner designed to whet the appetite and motivate a desire for reading. With this incentive the pupils were referred to the school libraries, most of which were kept open during the summer school period.

A program in reading skills titled "Fun With Words" followed. This program meshed with the previous period on reading and emphasized word recognition and analysis, processes which make reading easier and more enjoyable.

"So You're Going To Be A First Grader?" was presented to assist children in making good adjustment upon entering the first grade. Suggestions were made to help parents understand the kind of experiences a pre-school child needs for the school adventure in September. The programs were designed so that pupils could participate daily with the television teacher in such activities as rhythms, coloring, singing, finding out about the environment, and just plain listening.

American History was a survey course combining concepts vital to both eighth grade and eleventh grade history courses. The development of America was presented in terms of major issues and events

and in such a way as to increase interest in and appreciation of historical progress.

The television school day was completed with a lesson in conversational Spanish called, "Una, Dos, Tres." This course was designed to provide children with an opportunity to continue their conversational Spanish which they began during the regular school year with the aid of daily in-school radio lessons. They were additionally provided with the impact of visual experiences which, in many cases, they could share with their parents. The lessons not only reinforced the earlier learnings, but tended to promote additional learnings during the ensuing school term.

No child was required to take any part of this summer school program and no child was expected to take more than that which interested him. It was a voluntary program without recorded credit and without examination. It was designed to beget insight and understanding and thereby to develop a motivation for more learning. Each program was 30 minutes in length except the book review, which was 15 minutes. The time of broadcast and sequence of presentation was based upon a consideration of family habits and summer activities. No formal evaluation of the programs has yet been made, but the community interest was very encouraging.

EXTENDING THE SCHOOL'S OBJECTIVES BEYOND THE SCHOOL DAY

Program: The Living Classroom

TENNESSEE . . .

WKNO-TV, Memphis
Memphis and Shelby County School Systems

The Memphis and Shelby County public schools planned a series of programs to be telecast in out-of-school times for elementary and secondary students. The purpose of the film series was to supplement classroom teaching experiences in many subject areas and to correlate them with units of study being taught. This was a beginning step in acquainting administrators, teachers and students with educational television.

The WKNO-TV program director met with the Curriculum Planning Committees of the elementary and secondary schools. Subject area priorities were selected and films were selected from the Encyclopaedia Britannica and Coronet films and scheduled to be telecast when the subject was being taught in the classroom. The curriculum planning committees selected all films, and scheduled them in a sequence for both semesters of 1957-1958.

A catalogue of the film schedule was distributed to each school. School principals duplicated the catalogue or in staff meetings acquainted the teachers with the films in their teaching subject area. Teachers did not require the viewing of the films as regular assignments but recommended them as extra-credit work. Many teachers had daily reports from the students who viewed the films. A yearly report from the teachers reported enthusiastic response from pupils to the films and many teachers found the films gave supplementary assistance in the teaching of their subjects.

The film series included:

2nd grade: Science, Social Studies and Language Arts

3rd grade: Social Studies and Language Arts

4th grade: Science and Social Studies

5th grade: Science

6th grade: History and Geography, Art and Music Appreciation, and Science (Conservation)

8th grade: American History

9th grade: Civics, English, Problems of Democracy and Civics

10th grade: Biology, English

11th grade: World History

12th grade: Physics, Problems of Democracy

The teachers' report forms at the end of the year indicated that over 35% of the students watched

six or more films. Many classroom projects were planned around the films being viewed at home in the evenings. The films were scheduled between 5 and 8 p.m., Monday through Friday. All schools reporting requested that the series be repeated for the 1958-59 school year. The entire project was under the supervision of the television coordinators of the city and county school systems.

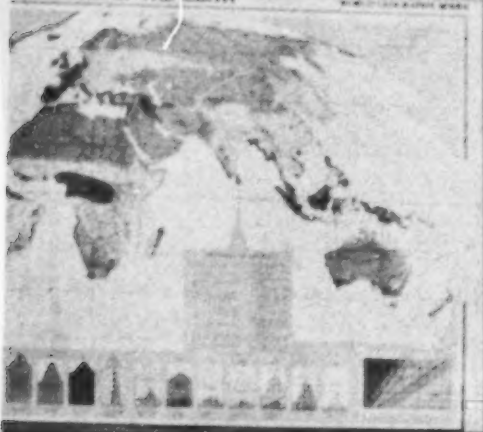
Play Period



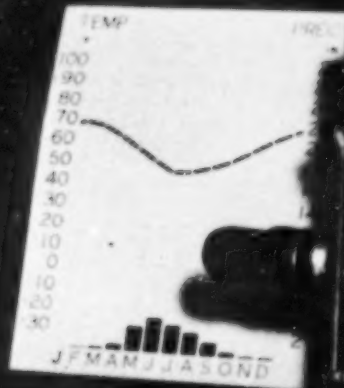
Klingl Bros

ALABAMA

CLIMATES OF THE EARTH



Dry Summers Subtropics
or
Mediterranean Climates
Greece - Or - Persian
Shore - (f)
Chaparral



WUNC

2

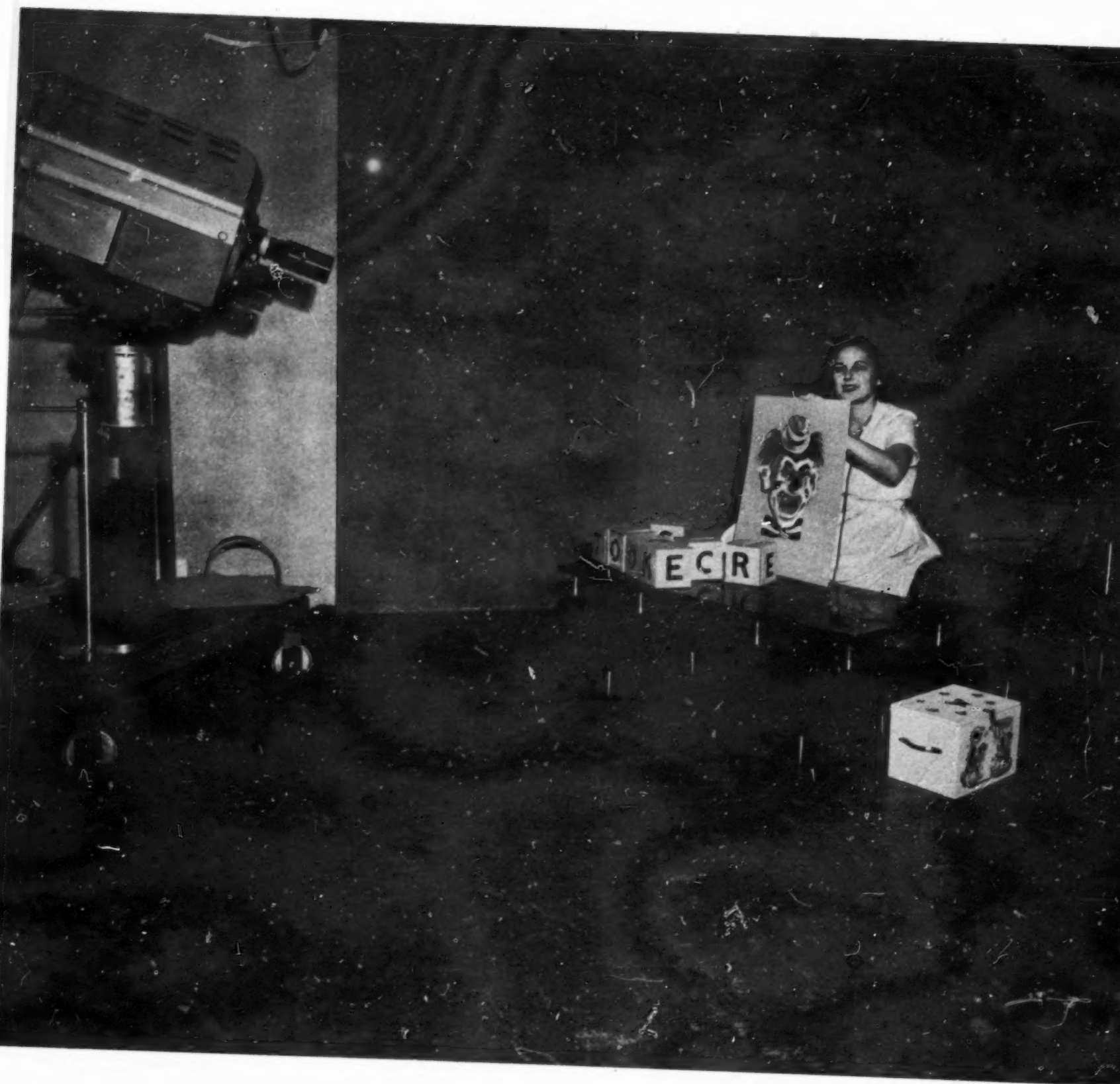
VI. TELEVISION IN THE PUBLIC SCHOOLS FOR ADULT EDUCATION

In many of the states, the public schools are charged by law with a responsibility for adult education. The specific definition of adult education varies with different agencies, but, generally, in the public school system, adult education encompasses any kind of organized instruction which tends to raise the intellectual, civic, or vocational level of those members of the community who are out of school. The need in all of these areas is great in every community, but each community and each school system serves the need in varying degrees, dependent upon the resources available for this adjunct to the basic educational system.

By the use of broadcast television, extensive opportunities, in all areas of adult education, can be made available to the general population at a minimum cost. Facilities which are used in the regular school program can be used after scheduled school hours to serve select audiences in specific areas of need.

There are almost no limits to the curriculum: child care training for mothers in the mid-morning; literacy education and seminars on world problems in the evening. But instruction should be organized, sequential, authoritative and educationally sound. In this manner the public schools can immeasurably increase the range of their effectiveness and the breadth of their curriculum.





ADULT EDUCATION

Programs: Shorthand
Typewriting

ALABAMA . . .

Educational Television Network
Birmingham Area Production Center
Birmingham Public Schools

When the Birmingham Area TV studio (part of the Alabama Educational TV Network) received a number of requests for practical instruction in business courses, the Birmingham Public Schools were asked to develop two courses: one in typewriting; another in shorthand. These requests had been received from business executives employing stenographers and typists; from housewives wishing to return to professional work; from those in rural areas without business schools; from students who felt television business courses would supplement their classroom instruction; and from students who needed typewriting and shorthand for personal use. Several business education teachers indicated they wanted such courses as refreshers.

Because instructors could not be paid for the series, several interested teachers donated their services for a specified number of lessons. The instruction then passed from one to another throughout the semester. Although a satisfactory solution from the budget standpoint, this plan was not totally acceptable by viewer-students as they had to accustom themselves to several teaching techniques and personalities. Regardless, the rotating teacher procedure was retained for two semesters, and served to screen the more effective teachers in both subjects. The following semester one teacher was selected to teach shorthand and one for the typewriting.

In order to finance the plan for a single instructor for each course, a kit was assembled and sold to those students who enrolled for possible certification. This kit included a workbook, a textbook adapted for TV, a student transcript, study guide, assignments, and other supplies. Price of the kit included examinations, individual criticisms (via mail or telephone) and on satisfactory completion of the course, a certificate acknowledging the student's achievement in the subject. No actual units or hours of credit from the Birmingham Public School System were attempted because of the numerous complications which might have resulted. In this way, too, conversion of credit, if any, was left to the college, high school, or business school accepting the student's work. Money in excess of cost of the materials and other expenses aided in defraying the salary of the instructor.

Both courses were offered twice a week from 5:30 p.m. over the ETV network's three channels. However, this time was reported as an hour too early for many prospective students. It was alleged especially unsuitable for those already working and needing one or both courses as refreshers. To enable their employees to take advantage of the courses, some employers permitted their employees to leave early; others had receivers installed in the office.

The format of each program was kept simple: shorthand used a crawler, the textbook and a stopwatch. Included in the typing lessons were musical recordings with a strong beat to emphasize drill routine. It was found that both typewriting and shorthand drill lent themselves well to television teaching.

Since there were only two 30-minute lessons per subject, per week, the instructors did not give assignments during the program time; instead they referred viewers to their printed study guide for assignments.

To make the series even more practical, routine office procedures, the use of business forms and letters, office courtesies, and recommended attire were included toward the end of both courses.

At specific points in the schedule a résumé or review was programmed for those who missed a lesson.

Personal exams were scheduled three times during each course. Students working for certificates were required to report to an exam point nearest their home. Those unable to visit one of the test centers sent the name of a bona fide commercial subject instructor in their area. This instructor, in turn, was sent a copy of the test with a request that it be given to the student in his presence.

The daily and weekly press was the primary source to inform the public of the lessons. Commercial business houses assisted by printing and distributing circulars to employees. Handbills were also distributed to the entire membership of every local civic or service club. The studio itself used promotional programs to inform viewers of the scheduled studies.

The reaction of the students who followed the courses deemed this a most successful venture which strongly filled a community need.

ADULT EDUCATION

Program: Problems That Arise

ALABAMA . . .

Educational Television Network
Birmingham ETV Association

Child-development, parent-child relations, social and educational problems are the concern of any alert, progressive community. Alabama social hygiene and mental health executives were taxed to the limit in their efforts to assume, identify, determine, and then, help resolve community difficulties of this nature. By common consent a weekly educational television series was produced.

A committee comprising representative parents, mental health officials, public school guidance administrators, teachers and the television producer, approved the topics for discussion each week. This committee also composed a simple evaluation form which was printed on a self-addressed, stamped card, and distributed through the PTA to interested patrons of the area. Local residents underwrote the printing and postage for the return of the card.

The series was divided into two units, one for the fall programs, the other for the spring. Studies began with problems related to parenthood, and progressed logically through adulthood. Topic heads were as follows: "How to Give Your Child a Good Start"; "The Pre-School Child"; "School Age Children, Grades One Through Six"; and "Adolescent Ages 11, 12 and 13." Letters addressed to high school students, and issued by the mental health and social hygiene agencies, were used as a basis for the teen programs. High school representatives appeared on four successive programs relating to problems of teenagers. "Being a Grandmother and a Mother-in-Law" was one topic in the unit of programs on the adolescent. Two programs were devoted to "Alcoholism", the first a frank discussion of its nature and scope, the other on community action regarding alcoholism.

Topics for the second unit included such subjects as: "The New Baby"; "Reluctant to Share"; "The Gifted Child"; "The Aggressive Child"; "The Need to Be Loved"; "Three in Disharmony"; "The Over-Protected Child"; "Responsibility"; "Competition Within Family"; "So You Want to Adopt a Child"; "How to Be a Good Mother-in-Law"; "Getting Ready to Retire"; "The Child Starts to School"; and "Why Children Misbehave."

Each program began with a five-minute vignette written and tailored to meet the requirements of each subject under consideration. Two college repertory groups enacted the opening dramatizations. A panel then picked up the discussion using the sketch as a springboard for specific situations under scrutiny. The regular hostess was a member of the mental health and social hygiene staff. A specialist, such as a psychiatrist or pediatrician, and a parent completed the panel. Several days prior to each broadcast, the panelists met, read the script, and listed general questions which might be considered.

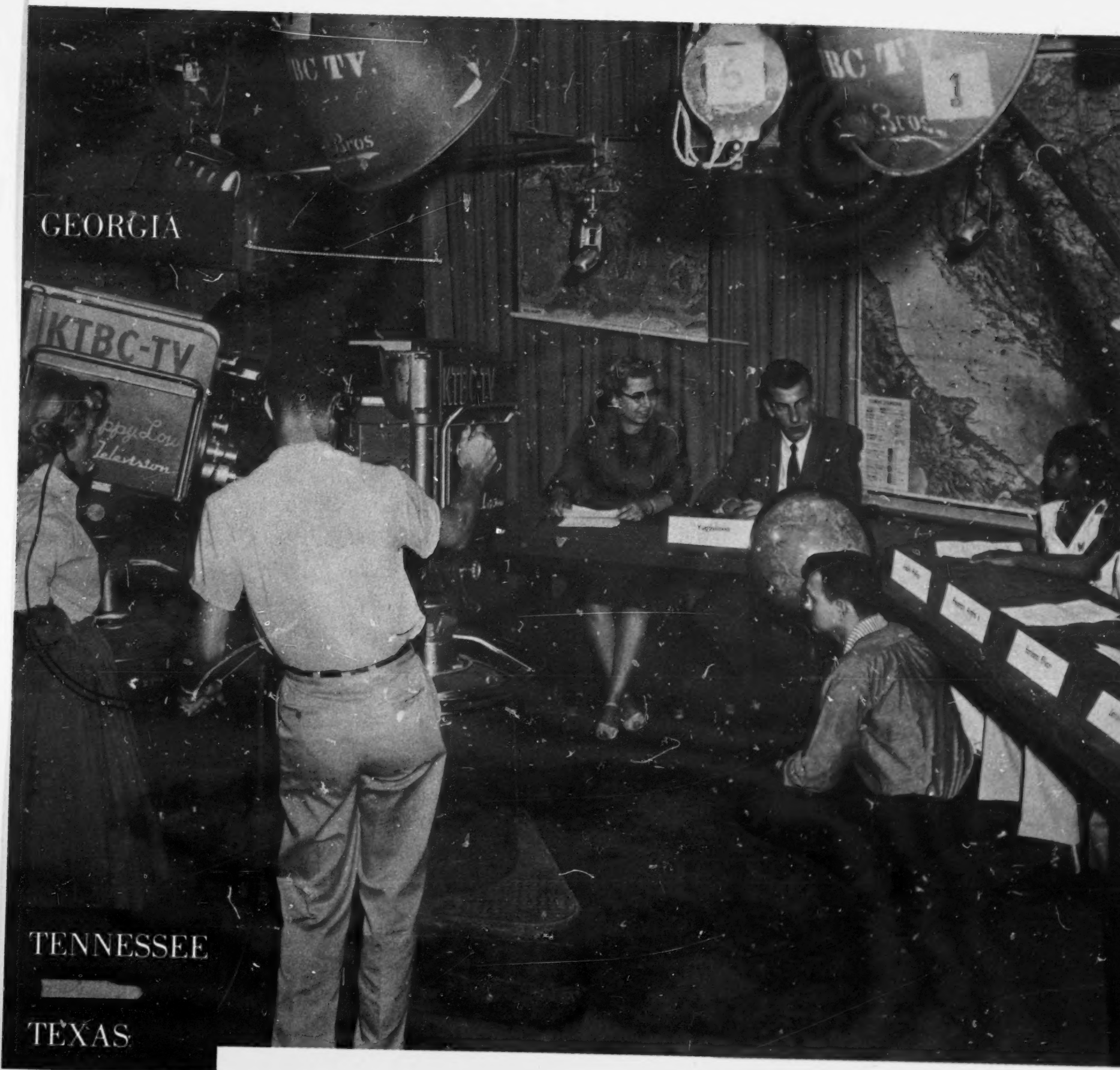
As an impetus for response, the social hygiene and mental health association showed and offered booklets relative to the subject at hand. The response was most gratifying. It is hoped a similar series will be repeated at intervals throughout the year.

GEORGIA

KTBC-TV

TENNESSEE

TEXAS



VII. TELEVISION FOR PUBLIC RELATIONS — PROGRAMS WHICH INTERPRET THE PUBLIC SCHOOL PROGRAM

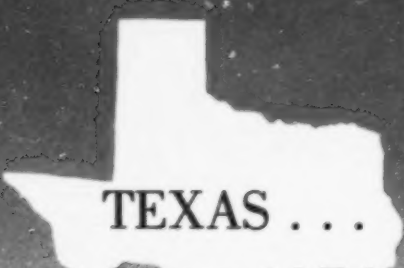
The public school is constantly seeking public understanding and appreciation of its objectives, methods and techniques. It is not enough to explain the program verbally to parents who attend P.T.A. meetings, or to write up special school activities in the daily newspaper. Regular, intelligent support of the public schools comes as the entire community understands the total school program, its objectives and methodology.

The public must see what is being done, and how it is being done, and why it is being done. With television, the public schools may present the total and continuing picture of public education. The processes of social orientation and adjustment, the achievement of learning readiness, the introduction and development of basic skills, growth of interest and achievement, counselling and planning for the future . . . all these can be graphically portrayed on television by the regular school personnel. The lay citizen may see that the parts fit into the whole in proper and meaningful sequence. Carefully planned and purposefully presented, such programs can develop general public understanding and appreciation of the public schools.



PUBLIC RELATIONS

Program: Candid Classroom



TEXAS . . .

Commercial Television Station
KTBC-TV, Austin
Austin Public Schools

Recognizing the fact that many people cannot or will not take time to visit the school and see firsthand the instructional program they support, the Austin Public Schools felt a need to provide a means whereby classroom demonstrations could be taken to the public. As a result, *Candid Classroom*, a series of television programs on Saturday mornings, was initiated on KTBC-TV, Austin's commercial station. Programs are designed to give the viewer a "candid" look at an actual lesson. The teacher and several students move into the television classroom set and present a lesson they had earlier in the week.

The series was developed by the coordinator of school-community relations and the supervisors of elementary and secondary education, working under the director of instruction. This group, as a production committee, was concerned with the type of classroom that could be shown and the one the viewer would most want to see. After deciding on the schedule of classrooms, the next step involved the choice of teacher. A person had to be chosen who could do a representative job and one who would be willing to present the demonstration. This was somewhat of a problem in that each program required a different teacher, as many as 46 teachers in one year.

The production committee selected the teacher and worked with him in preparation for his show. Since the nature of the show was candid, only a few basic instructions were needed to assure good video qualities. The supervisors worked with the teacher in planning the lesson and the director of the show helped the teacher with production problems. A half hour rehearsal at the school and a half hour in the studio were the only rehearsal sessions needed.

Within one school year, the public visited — by television — 42 classroom groups representing 75% of the curriculum. They had the opportunity to see a single subject taught at three grade levels and they met (through filmed portions of the show) the administrators of 24 Austin Public Schools.

In evaluating the series, teachers participating kept records of their contacts following their shows. The comments and responses compiled at the conclusion of the first year showed that viewers were not limited to Austin citizens but represented neighboring towns as well. These responses underlined the purpose for which the program was intended: increased understanding of the public school and of modern methods and techniques.

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PUBLIC RELATIONS

Program: Your Schools

GEORGIA . . .

Commercial Television Stations, Augusta
Richmond County Education Association

The Public Relations Committee of the Richmond County Education Association felt that the public needed more information about the schools. The Committee proposed using television to acquaint the public with what is taught in the schools and why and how it is taught. The committee of twenty teachers and principals sent representatives to the program director of one of the commercial stations, which offered a half hour each Saturday afternoon for a school information series. Conferences with the school superintendent, other school staff members, and parents resulted in enthusiastic cooperation. A contact person was selected in each of the thirty schools in the county, and frequent meetings were held to develop the project.

Programs were designed to show teaching situations in the elementary grades, and in high school science, physical education, and dramatics. Outstanding teachers were selected to appear. Each teacher was assisted in preparation of her program by committee members who had attended television workshops and by the program director who worked with teachers during the several days before the presentation.

The public relations series was announced through the Parent-Teacher's Association and by schedules sent to schools of the Augusta system. Teachers were urged to view the programs, especially if they were to appear on later dates.

No organized procedure was used to determine the effectiveness of the programs. The public reaction was more favorable during the second year. Many teachers became more familiar with television, and early reluctance to participate was overcome. Teacher interest in television led to increased attendance at television workshops in the state.

Since the programs were used to show the public how teaching is actually done, desks, chairs, posters, chalkboards, and other classroom equipment were transported to the studio each week by trucks provided by the Board of Education. Saturday work kept some high school students from participating in the programs.

On the basis of first year reaction and because of network commitments of the television station, the second year's programs were somewhat changed. A Sunday afternoon half hour was devoted primarily to public school music — choral and band groups. Dramatics and audio-visual materials in the school program were included in several broadcasts. Public response was more favorable during the second year. Competition for obtaining time on commercial channels for continuation of the public relations programs has increased, especially since other school systems in the area have seen the benefit to be derived from this medium. Richmond County schools has not been able to obtain free time on commercial stations since 1955-56.

PUBLIC RELATIONS

Program: Georgia History:
"It's All in the State of Mine"

GEORGIA . . .

Commercial Television, WLW-A TV, Atlanta
Georgia State Department of Education,
Office of Information

The continuing purpose of the Office of Information of the Georgia State Department of Education is to tell the school story. During the summer months, a regular time on Thursday mornings was devoted to televising public information programs on a commercial channel. Television offered an opportunity to dramatize the presentation of facts to an audience of parents and school pupils. Since the Georgia State Department was seeking ways to strengthen the social studies curriculum, a series of programs on Georgia history was planned to show families how their vacation trips and summer reading might contribute to the school's program of teaching Georgia history.

Each program dramatized events in the life of a Georgia historical character. Because of limited equipment, facilities, and budget, the techniques used were simple. A narrator told the story while students played roles with simple props and costumes. Rear-view projection, recorded music, and studio lighting created the desired atmosphere and illusion of scene, situation, and personality.

The program series was initiated by the coordinator of educational television for the State Department of Education, who supervised the productions. Talent for the shows was suggested by a high school dramatics teacher, who made a list of students who might do the simple role playing needed in the dramas. Scripts were written after considerable research by the director of information, State Department of Education, who narrated the series. Students received copies of the scripts prior to the programs, and with only limited rehearsal time, were able to do effective jobs. Others who gave invaluable assistance were a person skilled in dramatics and a person skilled in gathering and organizing materials and in preparing students for the productions. Pictures, maps, and other visuals came from various state departments, the extension library of the State Department of Education, public libraries and private collections.

The Office of Information publicized the programs in newspapers. Feature stories and pictures were sent especially to the home newspapers of students appearing in the programs. Announcements were made to civic groups, Parent-Teacher Associations, and similar organizations.

No research study of the effectiveness of the series was made. Reactions seemed to indicate that viewers were stimulated in the study of Georgia history and better understood the school's program for teaching history.

PUBLIC RELATIONS

Program: Still We Learn

TENNESSEE . . .

Commercial Television Channel, WBIR, Knoxville
Knoxville City Schools

An adult education program has been conducted for many years as a part of the Knoxville City School System under the direction of the Board of Education. High school subjects, all accredited by the State of Tennessee and the Southern Association of Secondary Schools, are offered. A high school diploma may be obtained by any person who has not completed his high school work. In addition, vocational subjects and enrichment courses are offered to meet needs and interests of adults.

Since the general public had only a vague understanding of this part of the educational program, the superintendent and his administrative staff discussed ways and means by which the adult education program might be interpreted. It was decided to approach the local television stations to request time for a series of programs. The audio-visual supervisor of the schools was to make necessary plans for programming and production.

Broadcast time was divided among the six divisions of the adult education program: Knoxville Evening High School, the Austin Evening High School, the Adult Home Economics program, the Evening Trade and Extension Division, the Adult Business Training Center, and the Veteran's Training Center. The heads of each division conferred with the audio-visual supervisor and the director of vocational and adult education regarding programming. Faculties and students of all departments were involved in designing and producing the series. Twenty weekly 30-minute programs were planned for Saturday evening at 6:30. The series was entitled STILL WE LEARN.

A prepared script was sent to the program director, studio manager and each participant prior to each broadcast, and rehearsals were held. The opening program featured the Superintendent of Schools and department heads in the adult program. In following weeks demonstrations, actual classroom scenes, and films showed activities and subjects of the adult program. Approximately 200 persons — faculty members, students, and representatives from professions, trades, and industries — participated in the series.

WBIR reported that the viewing audience of the series was widespread and enthusiastic. Each department of the adult program had many new enrollees who became interested because of the series. Business men and school patrons who viewed programs increased their understanding and appreciation of adult education in Knoxville.

PUBLIC RELATIONS

Program: As The Twig Is Bent

TENNESSEE . . .

WKNO-TV, Memphis
State Department of Education

The Education Survey Subcommittee of the Tennessee Legislative Council completed and published a 500-page report on Public Education Grades 1 through 12 in Tennessee. The State Department of Education was concerned with how to publicize the contents of this publication to the citizens of the State. Some means was needed to reach those people who would not read the complete survey, read the newspaper reports, attend civic and PTA meetings where the problems reported by the survey would be discussed. The subcommittee conferred with the staff of WKNO-TV and determined that a television series with an attractive and appealing format, might reach the many citizens who should hear the story.

The production and programming staff of WKNO-TV met with the staff members of the State Department of Education to plan a series of four thirty-minute programs to present some of the basic concepts and findings of the survey. The television format included a member of the State Department of Education, who served as the moderator, and two hand puppets, "the Old Timer", who presented the outdated concepts of public school education and financing, and "Mr. I. M. Modern" who was the extremist in tackling problems of education. The moderator helped the two opposites reach a common goal: progress towards better schools in Tennessee. A minimum of facts and figures was presented. Major emphasis was given to highlighting findings of the survey report through dramatic vignettes.

A special writer and a producer from the station were assigned to the productions and the State Department of Education assigned a coordinator. Approximately two full months of preparation and planning went into the four programs. A one-leaf flyer promoting the series was printed and used for direct mail to PTA's, city, county and state officials, community leaders and civic and service organizations.

The series was first telecast on the educational television station by kinescope. 16 mm prints were made for the State Department of Education to distribute for audio-visual uses by state organizations and for telecast on the commercial television stations in the state. Audience reaction to the series as telecast over WKNO-TV was enthusiastic, newspaper reporting of the series was extensive and a review by the television columnist of the newspaper was complimentary.

The results which followed the production of the series are difficult to measure now. However, the State Department of Education of Tennessee learned the value of using the television and showed renewed interest in exploring all the possibilities of serving the public schools of this state through television.

WKNO

1

MARYLAND

television

CHART-1

	b	bird b	B B b b
	c	cup c	C C c c
	d	dish d	D D d d
	f	fish f	F F f f
	g	egg g	G G g g
	h	hand h	H H h h



VIRGINIA

VIII. CLOSED-CIRCUIT TELEVISION IN THE PUBLIC SCHOOLS

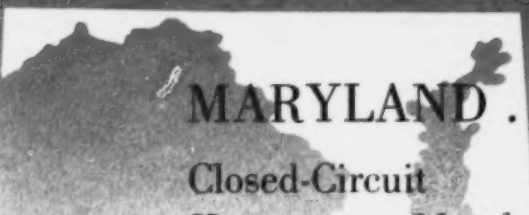
Closed-circuit, or point-to-point, television transmission has many applications in the public schools. However, it is a process of transmission and not a subject for communication. That is to say, anything which can be transmitted by a television camera over an open, broadcast circuit can also be transmitted by a point-to-point microwave relay or on coaxial cable to specific receivers.

The choice depends either upon the purpose of the transmission or the availability of facilities. If the purpose of the transmission is to carry a special, specific message to a restricted group assembled to receive it, some sort of closed-circuit is the most practical form of transmission. This is in the case of a conference presentation, a professional medical or surgical demonstration, or a multi-classroom lecture in a single institution or a small cluster of schools or buildings. Closed-circuit television may be used to increase the desired audience when broadcast facilities are not available, or where more than one transmission channel is needed for different communication at identical times.

In any case, the techniques of communication remain essentially the same. Some modification may be needed because of the uniqueness or peculiarity of the subject matter, or of the special qualities of the location; but generally speaking, the use of the television camera varies little between the methods of transmission.

For the public schools, closed-circuit television may be used where it can best serve the purpose without serious variation of techniques of communication. Skills acquired by teachers and other school personnel can be interchanged with any form of transmission.

Program: Direct Instruction in Elementary and Secondary Schools



MARYLAND . . .

Closed-Circuit

Hagerstown, Maryland

Washington County School System

Closed-circuit television equipment has been installed in the Washington County School System in order to make possible a thorough study of the ways in which this modern instrument of communication may be used by a public school system as an integral part of the regular program of instruction and to make an evaluation of the methods that are developed for this use. Support and assistance in this project has been rendered by the Electronics Industries Association and the Fund for the Advancement of Education.

The five year project which began in the fall of 1956, involves work in the following areas:

1. Direct instruction of pupils in the basic subject matter offerings of the curriculum
2. Supplemental motivation and enrichment of the program wherever feasible
3. Extension of the in-service training program of teachers
4. Interpretation of the school program to the public
5. Improvement in the quality of the school program

Data will also be gathered to evaluate the effectiveness of television in meeting such current educational problems as:

1. The enhancing of the status of teaching
2. The relation of pupil-teacher ratio to the quality of instruction
3. The continuation of rapidly increasing enrollments
4. The lack of adequate classroom space
5. The shortage of properly trained and certified teachers
6. The organization of the school system to effect savings in personnel
7. The distribution of the finances available for the school program
8. The greater use of school, community, and county resources

Emphasis will be placed on developing ways that closed-circuit television may be used under normal conditions. Careful records of what is done will be kept for restudy and evaluation.

During the initial operation of the project the emphasis will be on exploration, tryout, and development, to discover the most effective ways of using closed-circuit television. From these experiences it will be possible to study experimental areas where tests, measurements and the details

of research seem appropriate. The preliminary experiments will, therefore, grow out of the developmental phases of the work although it will be possible to measure some aspects of the program from the very beginning.

Televised instruction originates from a multi-studio building located near the headquarters of the Board of Education. It is expected that all 48 schools (serving 18,000 pupils) in the school system will be connected by closed-circuit cable during the third year of operation. The cable can carry up to six different television signals simultaneously, thus affording a reasonably flexible program-lesson schedule for primary, intermediate and secondary grades. It is also possible to originate instructional programs from the Hagerstown Public Library and the Museum of Fine Arts.

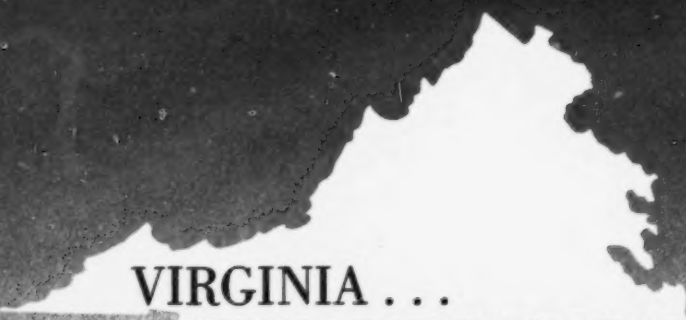
During the first two years of operation, the following courses were presented over the system on a regular basis:

1956-57		1957-58	
<u>Grade</u>	<u>Subject</u>	<u>Grade</u>	<u>Subject</u>
1, 2, 3	Reading	1, 2, 3	Reading and Number Experiences
	Numbers	4	Arithmetic
	Enrichment	4	Social Studies
1, 2, 3	Art	5	Arithmetic
4, 5, 6	Art	5	Social Studies
4, 5, 6	Music	6	Arithmetic
4	Social Studies	6	Science
5	Arithmetic	1, 2, 3, 4	Art
6	Science	5, 6	Art
9	Science	1, 2, 3	Music
10	Plane Geometry	4, 5, 6	Music
11	U.S. History	7	Core
12	English A	8	Core
	English B	7, 8	General Mathematics
		7, 8	General Science
		6, 7, 8	Special Education
		9	General Science
		10	Plane Geometry
		11	U.S. History
		12	English A
		12	English B

The project is under the supervision of the Superintendent of Schools. The staff for the project, only three of whom had any prior television training, comprises 69 persons including part-time persons. A television workshop is held each summer to more fully acquaint teaching personnel with new methods and procedures.

After two years, the administration has recognized a number of advantages in the use of the closed-circuit system. Some of them are . . .

1. The television screen gives the teacher direct control of the attention of the pupils.
2. Visuals help explain the ideas of the lesson.
3. The television camera can greatly magnify a small part of the area to be shown.
4. The teacher looks at the camera and immediately is looking straight into the eyes of each pupil who is watching.
5. The use of television provides an opportunity to redeploy the efforts and energies of teachers for the benefit of students and teachers.
6. The use of television offers opportunities to enrich and broaden the program of education.
7. The use of television offers broader opportunities for in-service training of teachers.



VIRGINIA . . .

Closed-Circuit Facilities
Richmond Public Schools

Program: Science, Arithmetic,
Speech Improvement,
Conversational French,
Art and Music

The purposes of the closed-circuit programs in the Richmond schools were the following: to provide some basis for the consideration of the merits of television as a direct teaching aid on several grade levels and in larger than average classes; to furnish some information in connection with plans for new school construction; and to give teachers an introduction to the use of television in education.

Closed-circuit equipment was installed in an elementary school because it offered an opportunity to apply television to the basic curriculum, and provided greater flexibility of schedule and a wider spread of age groups. A steering committee was selected from a group of general supervisors, the principal and department heads to consider problems such as curriculum areas, grade levels, selection of television teachers, scheduling and placement of television equipment.

The steering committee decided to concentrate upon the curriculum areas of science, arithmetic, speech improvement, conversational French, art and music. Grade levels were determined by the material to be presented. A producer-director worked with each television teacher to plan the production aspects of the lessons. The television teacher coordinated her plans with teachers who were with children in viewing rooms.

Information concerning the closed-circuit lessons was well covered by Richmond newspapers and descriptive materials were published by the school system's public relations office — the latter were distributed within the school system and sent to other school systems, in and out of the state.

It was found that the effectiveness of the lesson could be increased if a way were found for children to participate actively while watching the lessons.

An eight-week series was followed by another of four weeks' duration; the second was judged more satisfactory. Administrative officials reacted favorably to the project and directed its continuation. Some lesson series presented on the closed-circuit system have subsequently become the bases for school television series on a local commercial television station.

IX. NEW WAYS AND NEW LOOKS AT THE TEACHING AND LEARNING PROCESS

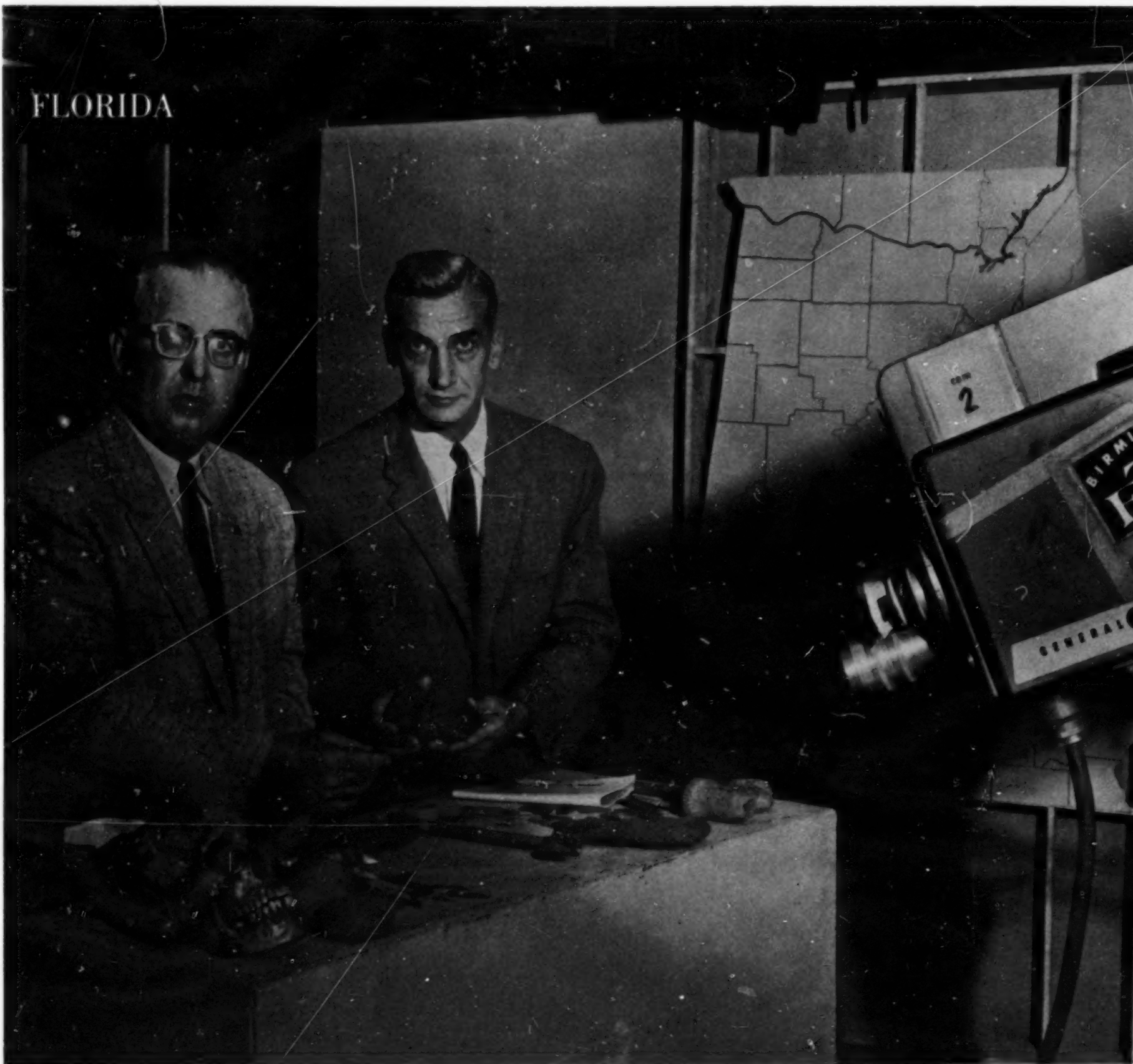
The use of television in the public schools tends to refute the idea of a forty-year lag between educational knowledge and educational practice. When teachers and school administrators can demonstrate to themselves and to each other that better communication makes for better learning, and they have the practical means of better communication at hand, it is not likely that serious educators will fail to use them.

By the use of television, educators are discovering more effective ways of communicating and better ways of teaching and learning. Ideas are being revised about class size, teacher-pupil relationships, testing, organization of presentations, demonstrations, student participation, etc.

Television in the schools is not the answer to *all* instructional problems, but rather it has been an effective way to better communication as an instructional process. It has indicated ways of improvement in traditional methods of teaching. Whether the use of television has improved the teaching process, or whether improvement has occurred from the combination of television with more traditional methods, or whether it has come from insight gained from the combination, it is obvious that education in the public schools is benefiting from the new ways and the new looks at teaching and learning.

ALABAMA

FLORIDA



NEW WAYS, NEW LOOKS

Program: Experiment as a part of
the National Program in the Use of
Television in the Public Schools

FLORIDA . . .

Educational Television, WTHS-TV

Dade County Public Schools, Miami

The Dade County school system has experienced a phenomenal growth in school population, increasing from a school system of 88,422 in the 1952-53 school year to 136,407 in the 1957-58 school year — an increase of 54% during the five-year period. Faced with this oversized school population, the administration considered several plans — a 12 month school year, the extended school day with overlapped sessions in the noon hours, and educational television. The extended school day, supported by educational television, seemed to offer the greatest promise, especially because of the available services of the community-owned and operated VHF station, WTHS-TV.

Consequently, an educational television experiment was begun, as a part of the National Program in the Use of Television in the Public Schools, financed in part by the Fund for the Advancement of Education. Three conditions under which the experiment was to be run were:

- economies in the use of certificated personnel must be effected to help combat the teacher shortage;
- the total expenditure for personnel, including station operators, teacher-aides, radio teachers, must not be greater than would be the case without education television;
- scheduling be so developed as to make greater use of existing school facilities and that the number of pupils housed in a given school under the experiment would be greater than in schools not participating.

Three elementary schools, three junior high schools, and three senior high schools were involved in the experiment. The three elementary schools involved were reorganized so that one half of the pupils of the upper four grades worked in small classes for one half of the day, while the other half of the pupils were in large classes; they alternated positions and classes for the second half of the day. During the time that the pupils were in the small classes, they participated in the regular work of the fundamental skills — reading, writing, arithmetic, social studies, and science. While they were in the large classes, they participated in such phases of subject matter as music, art, conversational Spanish, health and safety, and certain phases of science. It was here in the large group, containing from 150 to 190 pupils, that the children received their daily televised lessons in Our Florida Heritage for the third and fourth graders and Our American Heritage for the fifth and sixth grade pupils. These television lessons included such specific topics as American history, music, art, literature, science, and industry — and the flora, fauna, geography, and history of Florida. The first and second grades were not in the experiment.

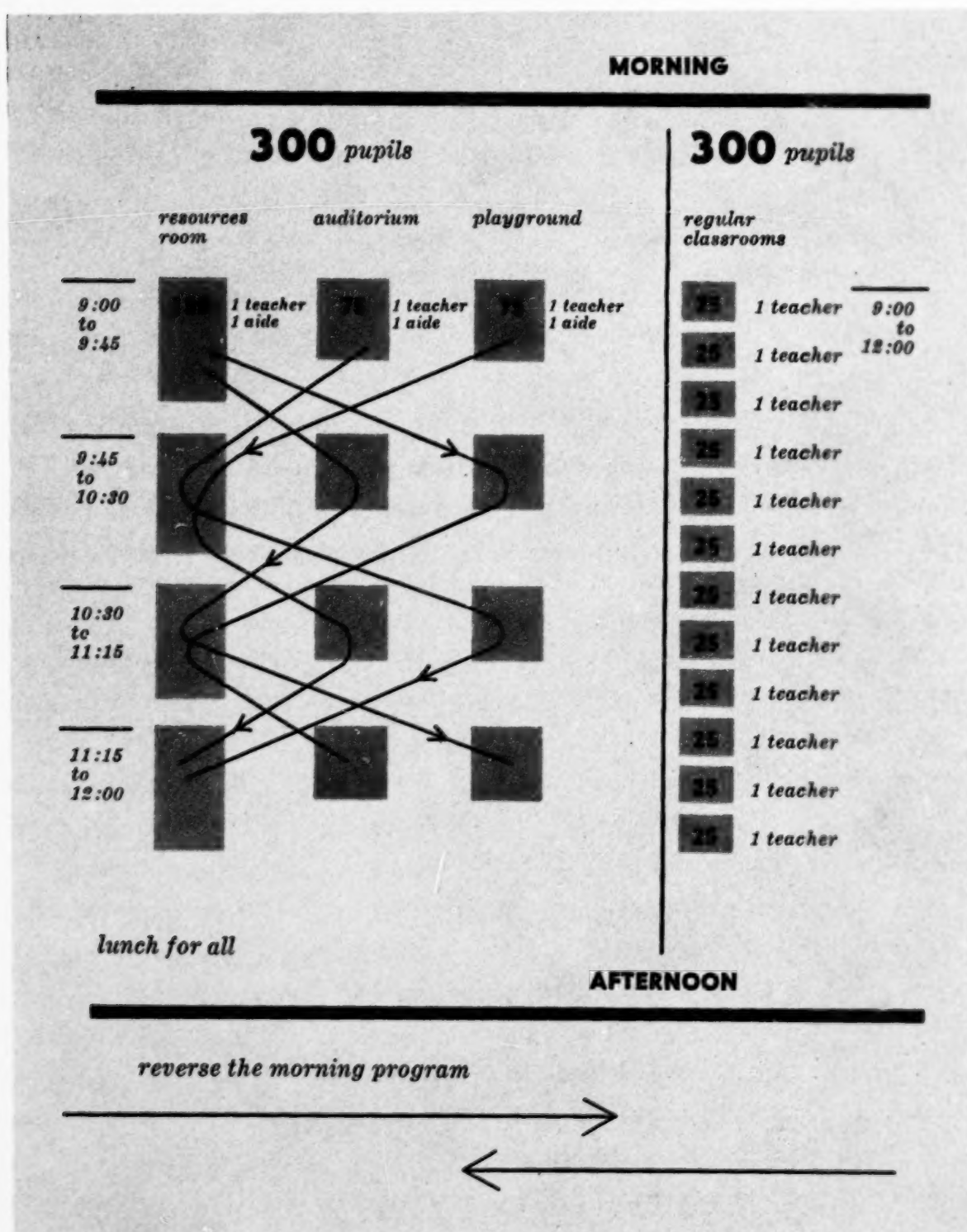
The three junior high schools utilized television as a resource in teaching seventh grade science

and eighth grade United States history. Approximately 300 students were in each course and in each receiving room.

In the three participating senior high schools, tenth grade English was telecast to 300 students in one room and eleventh grade American history to an equal number of students located in one room.

plan for **600** pupils

(grades 3 to 6 incl.)



All of the televised lessons were five days a week (except for examination days) and of thirty minutes' duration with twenty-five minutes for follow-up and/or preparation. No student received more than one-half hour of television instruction per day.

In the elementary schools, the large classes utilizing television were taught by one teacher assisted by a teacher-aide. In the secondary schools, the large classes were taught by a team of two teachers assisted by one teacher-aide. The teacher-aide assisted the teacher by performing routine non-professional and less skilled tasks required to set up and control the desired teaching situation.

Achievement was measured and compared with that of pupils in control (non-television) groups.

Three major objectives were set up:

- (1) Is it possible for elementary teachers, particularly trained in the teaching of the skill subjects, to do a more effective job of teaching these subjects if permitted to devote their full time to them in an uninterrupted schedule?
- (2) Can large classes be taught effectively using television as a major resource?
- (3) Does educational television, as utilized in this experiment, indicate potential economies in school construction and instructional personnel?

General organization of the project was the responsibility of the Assistant Superintendent for General Education. The person chosen to head the experiment was responsible to the Director of Curriculum who, in turn, was responsible to the Assistant Superintendent. The principals of the experimental schools chose their teachers of the large television classrooms, and were responsible for the administration of the experiment within their particular schools. The Director of the Educational Television Experiment was responsible for coordinating the entire program. His immediate responsibility was that of supervising the studio teachers.

Six television teachers devoted full time to the presentation of the lessons. After the general content of the year's course of study was cooperatively determined, these teachers were given substantial leeway in determining the content and method of presenting the individual lesson. The director of the station was responsible for the technical production of all the lessons. Two producer-directors, two cameramen, a floor manager, a script writer, an audio man, and a video man spent full time on the in-school programs. Other station personnel, such as the film projectionist, spent part of their time on the project. One secretary and one artist-illustrator worked full time with the six studio teachers. Subject area supervisors and elementary zone supervisors served as consultants in the subject matter areas and helped supervise the large TV classes.

Evaluation of the experiment was the responsibility of the Director of Guidance Services and Testing.

During the summer before the experiment began, a one-month workshop was held. During this workshop, the on-camera teachers met with the teachers who were to be in charge of the large TV classes as well as the teachers of the control group classes. Agreements were reached as to the scope and sequence of each course according to the subject content to be followed by all other county teachers. Television pupils were to be required to take notes, refer to their texts, take short quizzes

and examinations, and to do homework assignments as the occasion required.

In an attempt to provide for pupil-teacher interaction, every effort was made to obtain student participation in the lessons. The pupils visited the studio to display outstanding work and occasionally to take part in the lesson itself as a member of a panel or a demonstration group. In addition, there was the daily report from each receiving classroom teacher to the on-camera teacher in the form of a "feedback" card. During the experiment, the card was simplified, the number of items cut and only a few daily comments solicited.

Evaluation was both objective and subjective. Tests were administered to television groups and to control groups. Outside consultants made subjective evaluations. Questionnaires were used for interim appraisal.

As for the three objectives which were established for the experiment, tentative answers have now been reported:

"... apparently during the first year of this experiment it was possible to do as effective a job of teaching 'certain' of the skill subjects under the experimental plan of organization used... as was possible in the classes organized in the usual manner. The need for experience on the part of teachers in using the new technique is evident."

"... apparently large classes can be taught effectively using television as a major resource..."

"It is believed that on the basis of the findings to problem (2) that the answer to problem (3) could be tentatively stated in the affirmative, at least insofar as it pertains to the television teaching experiment at the junior and senior high school levels. For example, the use of educational television at the secondary level makes possible an extended school day with pupils in three groups attending six of the eight periods the school is in operation. This effects an economy of 20 to 30 per cent in cost of school construction since by use of this plan a building which normally houses 1,350 pupils can be utilized for 1,750 pupils. At the elementary level, sufficient economies in housing could be accomplished to effect a reduction in class size in the skills areas from an average of 33 to an average of 25 pupils in the experimental schools. It is apparent that considerably more experimentation and research need to be accomplished before conclusive answers to the problems posed in this experiment can be found."

ALABAMA . . .

Educational Television Network
Birmingham Center and Public School

A rapidly increased birthrate has overcrowded the public school, with the influx felt especially at the lower grades. This problem was magnified by the lack of trained and experienced teachers at the primary grade level where good learning experiences are so vital in setting the pattern for future educational attainment. Television teaching, as an integral part of the child's school day, offered a partial solution to the problem of the overcrowded classroom and the lack of trained and experienced primary teachers. Television was selected for these reasons: With television, the television teacher, who was called the "guest teacher," might look directly into the eyes of each pupil, and thus establish the much needed one-to-one ratio of communication. At the same time, the child's own classroom teacher would be nearby to reinforce the instruction of the television teacher. A daily televised lesson would serve as a challenge to the rapid learner, and at the same time, encourage the slow pupil to a higher degree of attainment. A primary series would also be utilized as in-service training for the beginning teacher, a model for the instructor holding a temporary certificate, and a motivating factor for the average instructor.

Action was initiated by the television producer-coordinator in the Birmingham Schools and two primary teachers. The supervisor of primary education, who had previously attended a week-long television production workshop, was called in for a conference at an early stage. A team of primary teachers was used for a trial-run of the idea by closed-circuit television. Meantime, a rather thorough outline of the subject matter and areas of development was readied. The Alabama course of study was used as a guide in each stage.

Next the director and the production manager of the educational television studio were consulted. Both offered encouragement and assured the group of active support. The superintendent of schools and the associate superintendent in charge of elementary grades made constructive, administrative suggestions. They were willing to cooperate as far as budget limitations would allow. A directive was sent to each elementary school principal requesting that guest television teachers be excused at 10:30 on specified dates to report to the studio. The principal was to secure the services of an interne or supply teacher for half a day on the dates listed. The chairman of the project, a primary teacher, was to be excused from her class each day at a given time, and a supply teacher employed on a half-time basis throughout the year. Visual materials needed by the television teachers were to be purchased with funds from the individual school's instructional supply budget.

Workshops at the studio were held through the summer. Assignments were given and the television instructor's format was submitted with briefs of each lesson. Visual materials were determined during the same period and prepared in advance of presentation.

The classroom teacher prepared the child prior to each television lesson. Supplies and materials

needed were distributed to pupils in advance. The guest teacher each day reminded pupils of the next day's lesson, and the ways to prepare for it. She suggested that their classroom teacher would help them to get ready for tomorrow's lesson. For some pupils, the lesson was direct teaching. For others it served as supplement or enrichment.

The primary school television service included the following subjects during the 1957-58 school year, the third year of the project:

- Citizenship for all primary grades
- Spanish for all primary grades
- Print writing (manuscript) for first grade
- Vocal music for first grade and second
- Numbers for second grade
- Nature study for primary grades
- Word study (spelling) for third grade
- Vocal music for third grade
- Numbers for first grade
- Word study (spelling) (second grade)
- Handwriting (cursive) for third grade
- Word study (spelling) for first grade
- Handwriting (cursive) for second grade
- Numbers for third grade.

The schedule followed a rotation plan whereby each grade studied one subject weekly over television for three months.

Teacher's study guides explained that the lessons followed the five phases of learning as prescribed in the State Course of Study. Class preparation, attitudes and activity prior to, during and following each telecast, were all suggested in the teacher's handbook.

Evaluation was continuous. Visitations were made by the co-producers to ascertain the reception in the class and the adequacy of the utilization. Written reports submitted weekly by designated teachers in each school included illustrative materials prepared by the pupils. This work was recognized or exhibited on the program from time to time. The periodic reports were used to direct changes during the series. An annual evaluation sheet returned by several hundred teachers resulted in refinements and alternations for each year of broadcast. Spot surveys also indicated the worth of the series to the pre-school child and the parents of the primary grade pupil who watched the program at home.

X. SCHOOL PROGRAMS WHICH SERVE TOTAL OR SPECIAL COMMUNITY NEEDS

The public school system is not only a reflection of community thinking and community values; it is also a part of the community. In every way that it serves the day-to-day needs of the total community, or any significantly special segment of it, the school system clarifies its own objectives and enhances the effectiveness of its primary effort. There are many ways in which this can be done, but one effective and easy way is by the use of television.

For example, the public school television facilities may be used for a forum on pertinent public issues, emergency dissemination of critical information regarding health measures, civil defense and disaster relief participation, special instruction for special groups such as basic literacy classes, or applied geriatric psychology. The possibilities for public school use of television for special community service are almost limitless.





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WTHS-TV

ENNESSEE

TENNESSEE . . .

Educational Television
WKNO-TV, Memphis

WKNO-TV, City Schools, and
Community Agencies

In the early days of educational television, FCC Commissioner Paul Walker challenged educational broadcasters to meet the need of the 10 to 12 million adults in America who were functional illiterates. In the development of its programs, WKNO-TV, a community educational television station, discovered that 57 thousand adults within a 50 mile radius of the station, were unable to read and write, and that no service to correct this situation existed or was planned.

The Memphis section of the National Council of Jewish Women decided to join WKNO-TV in tackling this problem and provided the station with a \$1500 initial grant.

After careful study of the Indiana University Research Project paper on various methods used to teach adults to read and write, the Dr. Frank Laubach method of "Streamlined English" was chosen because of its obvious success, having been used in over 280 languages and dialects of the world, its thorough and speedy technique, and its use of visual symbols, and a method which was easily adapted to television. The Memphis City Schools, as a part of its adult education program, provided school classrooms for the reading centers, and provided the salary for the Literacy Director, a former city school teacher. In addition to the television teacher and the Literacy Director from 5 to 8 persons were employed full time on this project.

Two local school teachers were selected to begin preparing for the television reading project. One was trained in the Laubach method, the other in television production techniques. Dr. Laubach gave his approval to the television project and gave rights to use his materials to the station and donated the services of one of his highly trained associates.

Preliminary investigation of the illiteracy problem in the area included a survey of the population concentration of illiterates by census tracts, recruiting of students by door to door contact, and soliciting assistance and support from business, industry and civic organizations. These projects were carried on by volunteer assistance from the Jewish Council.

Publicity by means of all media was handled by the Advertising Club of Memphis. The Mayor proclaimed Literacy Week during the student recruitment period of one month prior to the start of the series. Speakers appeared throughout the community at civic and professional clubs.

Seven hundred and sixty adults, white and colored, registered for the beginning series. Lessons were telecast 3 times a week, thirty minutes in length, with students viewing the television programs either in their homes or in reading centers. Reading centers were formed at city schools, churches, community centers, the penal farm, housing developments, hospitals, etc. Television receivers were donated by television appliance dealers and citizens. At the reading centers, students were assisted by an "observer reporter," usually a volunteer elementary school teacher, who pre-

pared the center for the telecast, checked the receiver and signal, observed the students during the telecasts, assisted them with home assignments and reported after each lesson an evaluation of that lesson to the station literacy staff.

The greatest problems involved in carrying out this project were the following: reluctance of business and industry to admit they had illiterates as their employees; reluctance of white illiterates to identify themselves and enroll in course and use course materials. Promotion lagged in the second year of project and student enrollment dropped.

Through a research project, reported formally by the Educational Television and Radio Center, Ann Arbor, the following significant factors were reported. Over 80% of the students originally enrolled completed the course. The average attainment of the students was advancing 2½ grade school years in reading and writing skill through the television lessons. Several advanced as high as the 4th grade level, one to the sixth grade level. They learned 1600 high priority words, enabling them to read the daily newspaper with over 95% accuracy. A full testing program had been carried out the first year, but was abandoned after the research project showed plainly that many students were discouraged and left the course because of the testing. Existing test materials were also found to be inadequate for measuring the results of the teaching project. The research project also indicated the need to expand and extend the number of lessons with greater emphasis on review and writing. Students varied in age from 18 to 80 years. The majority of students had a rural background and were handicapped in attending school by distance from school, lack of transportation, indifference to need for education, need of parents for income of child, or physical handicaps. Enrollees included foreign born, who had not been able to find such a service.

In June, 1958, this project was completed, with 100 thirty minute kinescopes prepared and ready for distribution to any television station, college, school system or educational agency who wishes to use it for broadcasting or audio-visual purposes.

TENNESSEE . . .

Educational Television
WKNO-TV, Memphis

Memphis City Schools and
Memphis State University

The Memphis and Shelby County PTA's were faced with the problem of conducting parent education study series with lack of interest and poor attendance. Study groups were often attended by as few as five parents in schools with as high as 1300 students enrolled. Inviting resource speakers to such study sessions was an embarrassing and, to say the least, unprofitable experience for both speaker and the PTA. The PTA Councils consulted WKNO-TV about conducting an 8-week study course over television with the cooperation of the Memphis City Schools and Shelby County Schools, and under the leadership of the Director of the School of Education at Memphis State University and his staff. It was the hope of all participating groups that increased interest and participation in parent education study might be effected through television.

Eight thirty-minute programs were telecast using outstanding resource people as participants. Topics of discussion were: Parent-Teacher Relations, TV and the Child, Juvenile Delinquency, Social Problems of Modern Youth, Emotional Problems of Parents and Children, Planning Your Child's Future, Can Children and Careers Be Combined, and Growing Up.

Local PTA units organized discussion group meetings in homes and schools. Groups met thirty minutes prior to the telecast to prepare themselves for the subject. Discussion guides were furnished, and discussions followed the telecast in order that questions could be answered. Many PTA members viewed the program alone in their homes and then went to their PTA meetings the next day for follow-up discussion.

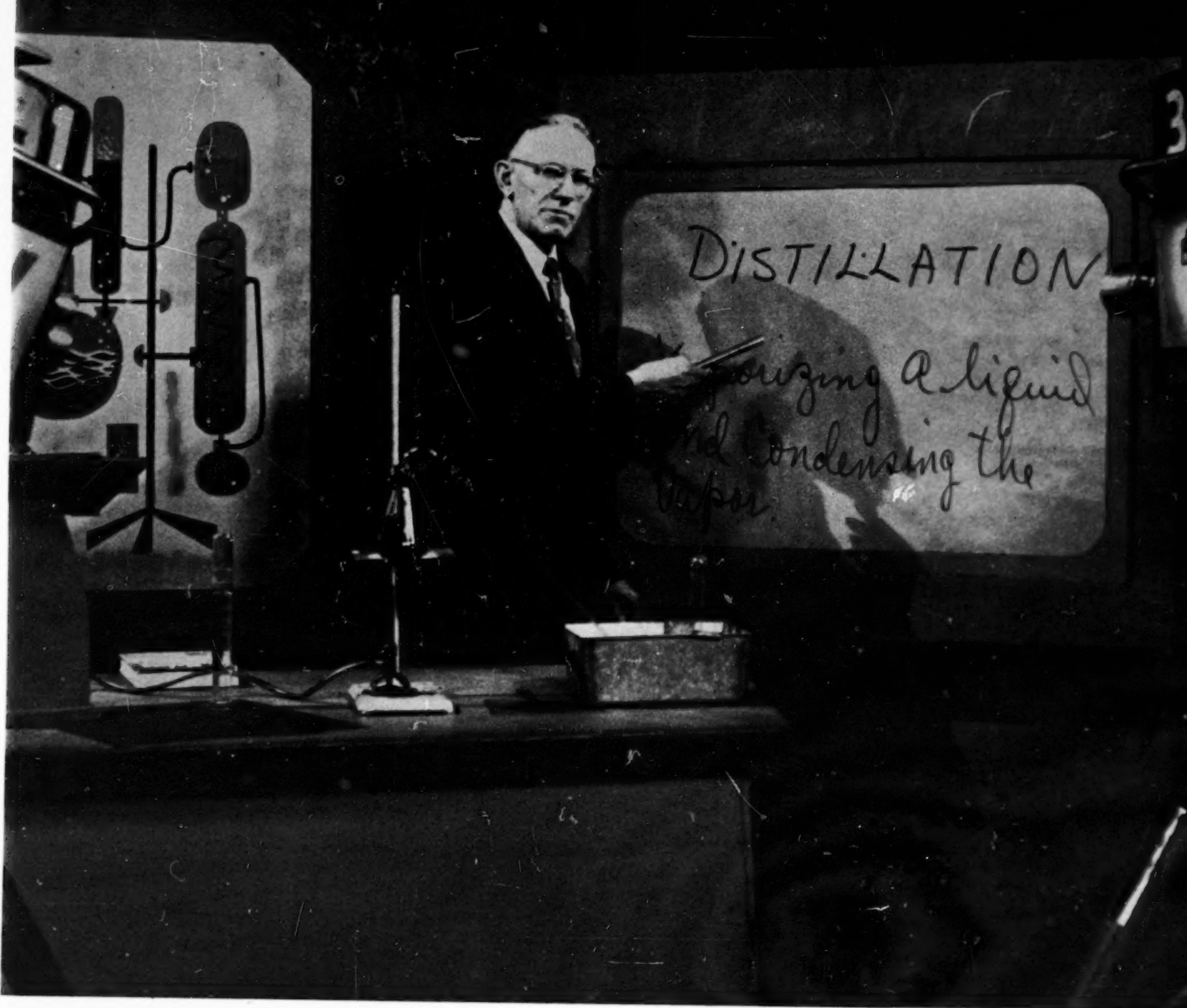
The effectiveness of the program can be measured by some of the following reports. Three PTA units reported over 1000% increase in parent education study groups. Over eleven thousand parents participated in viewing six or more programs. Telephone calls to the station jammed the switchboard on most of the programs. Each local unit made a report on the series to the Parent Education Chairman or Pre-School Chairman of the city and county PTA Councils. Their reports asked for the series to be continued the next year with special emphasis on one or two subject areas rather than eight subject areas. Viewers asked for the series to be telecast in the mornings and afternoons as well as evenings. Plans are going forth for the series to be repeated in 1959, early January, with three programs each devoted to the pre-school child, the school age child and the adolescent.

XI. THE USE OF TELEVISION IN THE PUBLIC SCHOOLS FOR TEACHER RECRUITMENT AND PRE-SERVICE EDUCATION

In many areas the shortage of trained teachers is critical. There are many causes for the shortage and many problems connected with overcoming such a condition. Two very large problems have been, first, selling youngsters on the desirability of selecting teaching as a vocation, and second, persuading competent and available people educated in the arts and sciences to take the teacher education necessary to become teachers.

Television can be used by the schools to help solve both of these problems. By television, the advantages and desirability of teaching as a career can be demonstrated to thousands of young people who have not yet settled on a vocation. The processes involved in becoming a teacher can better be understood by them through the use of television. In the same way, older graduates can be alerted to the need for their services, be provided with incentives to take basic courses in education, and perhaps begin their training by television.

For teacher recruitment and education, commercial television can be as useful as educational television. Programs planned by state groups or by local staffs can be produced and broadcast on varied schedules by all stations. This is a highly specialized use of television by the public schools, but in a time of critical need for teachers, it may certainly be justified.



TEXAS

TEACHER RECRUITMENT AND PRE-SERVICE EDUCATION

Program: Let's Teach and Adventures in
Education

TEXAS . . .

Commercial Television Stations
Texas Education Agency, and
Texas Schools, Colleges and Universities

In December, 1955, the Texas Commission on Educational Television asked the Texas Education Agency to take the lead in initiating an exploratory program in educational television. Agency representatives met with the Executive Committee of the Texas Association of School Administrators and with college representatives to discuss the possibility of using television to recruit teachers. The need for teachers seemed to be the most pressing school problem in the State. It was agreed that a proposal to finance teacher recruitment by television would be made to a foundation. The State Board of Education authorized the Commissioner of Education to submit a proposal to the Fund for the Advancement of Education.

The Fund offered to support a project which would have as its chief objective the recruitment into the teaching profession of liberal arts graduates. Fourteen commercial television stations were contacted and each agreed to devote public service time for a teacher education course centered in a series of 26 live telecasts.

Virtually every Texas organization interested in public education had the opportunity to make a contribution to the project. Local school officials distributed information, interviewed prospective teachers, and provided employment opportunities to make a contribution to the project. Colleges and universities screened applications, interviewed prospective students, distributed study materials, designated a faculty advisor for each enrollee, received and evaluated the work of students, and assisted each candidate for teacher education in planning a program leading to permanent certification.

The State Board of Examiners for Teacher Education assisted in the definition of the course content and studied tentative lesson plans. The Board endorsed the project and made suggestions as to the scope and sequence of the course.

Fourteen area coordinating committees, including college and public school personnel, voluntarily accepted the responsibility of selecting the best available instructor for each of the fourteen telecasting centers. The committee made local telecasting arrangements and assisted in the evaluation of the television programs.

Other organizations, such as the Texas State Teachers Association, the Texas Association of School Boards, the Texas Association of School Administrators, and the Texas Congress of Parents and Teachers, gave assistance in disseminating information about the project throughout the State.

A staff at the Texas Education Agency prepared scripts and minimal visuals for each of the 26 lessons; prepared study guides and examinations; visited telecasting centers; visited and evaluated a sample group of enrollees who were teaching; and prepared research instruments. The University of Texas cooperated in the project by conducting a workshop for area committee chairmen, a

workshop for the television teachers, by preparing a handbook for television presentations, and by furnishing a producer-director, part-time, to assist in production planning.

The content of the first year's series paralleled the pre-professional education courses usually offered early in undergraduate training. The twenty-six programs were grouped around several broad areas: overview of the school and teaching; the pupil; the curriculum; the teacher in the classroom; teaching materials; staff relationships and special services; relationships with the community and the profession; and self-evaluation. The course was called "Let's Teach."

Prospective teachers who enrolled for the course have demonstrated generally that they have a genuine interest in teaching and will make valuable additions to the profession. Two hundred and five students enrolled; almost half of these enrollees taught full- or part-time during the year.

For the year 1957-58, the project plan was modified so that a central telecast was made from one location. An agreement was made with the National Broadcasting Company for the use of its network facilities in Texas. Eighteen Texas stations presented the programs weekly; eleven stations used live programs and seven used kinescope recordings.

The course, called Adventures in Education, was taught by a professor of history and philosophy of education, versatile in both liberal arts and teacher education. A full-time producer-director and a part-time person in the area of promotion were assigned to the project at the Texas Education Agency.

The second year's course included twenty-six programs in the following areas: point of view; education as the living past; the direction of education; patterns and operations of education; cycles in education, and the open future in education.

A total of 543 students enrolled. More than 300 of these students, together with 79 recruits from the previous year, are now teaching in Texas schools.

Each liberal arts graduate who completes the television course is issued a three-year Texas teaching permit which enables him to begin teaching immediately. Teacher education institutions consider the television course as being taken in lieu of six hours of pre-professional education courses. Each participant must complete the other professional requirements for certification if he intends to remain in the profession after the three-year period.

APPENDIX

Part One

When reports were solicited from schools, colleges, and agencies, the following instrument was used. The information on educational television programming sent in response to this instrument furnished the basis of the narrative case studies.

SUGGESTED REPORTING FORM

Through experience, many individuals have found that the sequence suggested here for reporting has been that which culminated in the successful attack upon an educational problem by television. The term "you" in the questions refers to an individual, a school, a state, a city, a community, a college or university, or an organization. Please answer in terms of specific programs and instances which explain the problem.

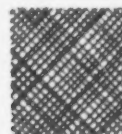
1. What educational problem or need did you face? Why did you feel that television was applicable in this instance, rather than newspaper, radio, group meetings, or other communicative methods?
2. What person or groups initiated the action? (A profile of this person or group is suggested.)
3. What procedures or steps did this person or group take to get the action underway?
 - (a) What persons, agencies, groups were called upon in initial study or consideration?
 - (b) What questions did you attempt first to answer? (Example: Financing, audience, facilities, and any others.)
4. After preliminary investigations, what refinement and decisions came next? (Example: Committees, workshops, conferences, etc., and their functions.)
5. In the television program itself:
 - (a) How did you arrange time on the air for its presentation? (Detail procedure.) Was the program presented on a commercial station, an educational station, or on closed-circuit?
 - (b) How did you select resource people or talent for the program?
 - (c) How did you prepare these people for doing the work?
6. What promotion and publicity was developed in connection with the program? (Include any sample materials.)
7. Utilization. What action was taken to use the program effectively? (Examples: teacher orientation, pupil orientation, general public orientation and any others.)
8. What research and evaluation methods were used in determining the effectiveness of your television effort? (Include any sample instruments.)
9. What effects or changes have resulted from the effort? (Examples: curriculum revision, methodology, etc.)
10. Briefly detail several of the most difficult problems encountered in carrying out this educational television project.
11. Send with your report any photographs or art work which illustrate methods and techniques significant to the program.

APPENDIX

Part Two

Educational television admittedly appeals to minority audiences who prefer to know what to expect before they tune in. Printed media have served to encourage viewing and to increase the effectiveness of programming. Commercial television, on the other hand, depends primarily on established entertainment or news, names of personalities, and program types on a regular basis. Commercial television audiences like to be "surprised."

Three types of printed materials are discussed and illustrated here: teaching guides, program schedules, and general information pieces.



TEACHING GUIDES

The classroom instructor who is using educational television desires some printed word about the course to aid in coordination of classroom work with the television teaching. Most educational television stations or agencies offering in-school programs issue a teaching guide for the classroom teacher. Generally this guide contains three types of information:

- procedures for preparing students for the television lesson;
- a description of the content of the lesson;
- suggestions for follow-up questions and activities.

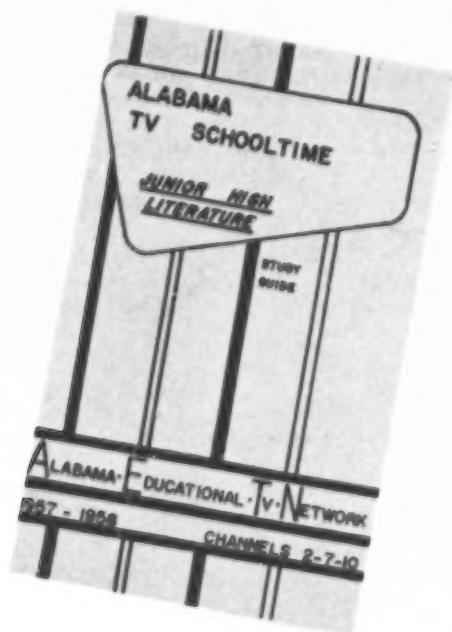
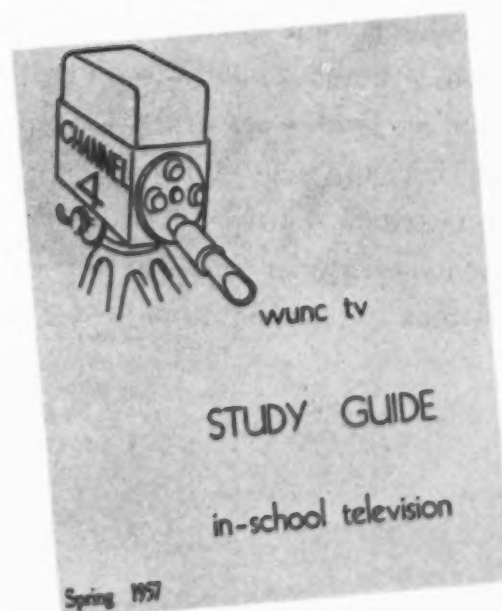
Teaching guides are usually prepared by the television teacher with the assistance of public school curriculum specialists and teachers. They are based upon the city or state courses of study in the curriculum area for which the in-school viewing is designed. Some of the more elaborate guides include references for the classroom teacher to supplement his own learning as well as suggestions for pupils of reading, experiments and field trips.

Sometimes the material in the teaching guide is adapted as a study guide and distributed directly to the viewing student. Washington County (Hagerstown), Maryland, distributes a television guide (school edition) weekly to pupils. Purposes: to enable each student to become familiar with what will be broadcast; to serve as a refresher or review after the broadcast.



Sometimes the teaching guide covers one series of programs and is distributed only to those teachers who use the series. An example is *Book Look*, the guide for secondary English teachers in the Houston (Texas) Public Schools.

Sometimes the guide is an all-inclusive one, covering several series from an educational station and directed to teachers and administrators generally. WUNC-TV's *Study Guide* (University of North Carolina) contains brief information for an entire semester's programming.



Sometimes the guide is one of a series of guides, as in the case of the Alabama Educational TV Network's material. Each course has its own guide. All guides include similar data in similar format, but for each subject a different color.

Excerpt from a guide for a day's telecasting by closed-circuit — Washington County (Hagerstown), Maryland

TUESDAY

NOVEMBER 12

MORNING

9:05 **4 (SIXTH) ARITHMETIC**

(DARK SCREEN) You work with your classroom teacher today. This time is for additional practice and review of arithmetic skills. Problem Test 1 on p. 63 tests your growth in solving problem situations. The scale on the page can be of help to you in scoring yourself and in measuring your success in problem solving.

9:10 **6 (TWELFTH) ENGLISH—Part 1**

Mrs. Guyton. It is one thing to recognize a sentence, but quite another thing to spot errors and to correct these errors. You know that every sentence, no matter how long, is composed of two parts—subject (telling what is going to be talked about) and predicate (telling something about the subject). Many of your errors in writing sentences occur when you don't put enough information in your sentences. You forget to include the subject, or you fail to tell something about the subject. Our job is to be sure we don't split off a piece of a sentence and write it as if it were a separate sentence.

9:10 **9 (TWELFTH) ENGLISH—Part 2**

Mr. Kercheval. "Precis." The precis is a condensed version of a longer composition. Its essential qualities are clearness, simplicity, conciseness, good English, and faithfulness to the original in thought and emphasis. Some say that a good precis can preserve even the personality and the quirks of style of the original, but that is an ideal that we need not strive for at the present. To write a good summary, you must first master the thought of the original. Train yourself to get at the heart of the selection you are reading, and then rewrite it in compact, well-phrased units. Can you write a precis based on Bacon's essay on pp. 278-279? Try!

9:15 **7 (SEVENTH) CORE**

Mrs. Snively. (REVIEW) "Loose Threads Day." Today we see much of your work up to and including the Scandinavian countries. We discuss ways of improving our penmanship and our habits of work. Particular attention may be placed on additional uses of commas. How are you

getting along with your punctuation booklets and samples of comma usage?

10:00 **4 (SIXTH) MUSIC**

Mrs. Davidsen. "Patriotic Songs." A day of patriotic songs! We review our patriotic songs to get them into our permanent repertoire. A repertoire is a list of songs which we have thoroughly rehearsed and are prepared to perform. How many of the songs which we have sung this year can you place in your repertoire?

Songs

"Maryland, My Maryland"

"America the Beautiful"

"Columbia, the Gem of the Ocean"

10:05 **6 (FOURTH) ARITHMETIC**

Mrs. Robeson. "Uneven Division Facts." Have you ever torn a sheet of paper so that it was crooked or uneven? Some problems in division are uneven, too. These are the ones where we find we have some numbers left over or a remainder after we have all the equal groups of a certain size we could find in a given number or group. What is the largest remainder possible when you are dividing by 2, 3 and 5? Illustrations and diagrams guide our understanding of "remainders" today. Vocabulary: remainder, uneven.

10:06 **9 (NINTH) SCIENCE**

Mr. Mittel. "Inclined Plane and Wedge." Have you ever tried to lift a heavy object from the ground to your back porch? If you have, you know how hard it was. Perhaps it would have been easier if you had laid a plank from the porch to the ground and rolled or slid the object. If you had done this, you would have been using an inclined plane. Wedges are a kind of inclined plane, and today we learn about both.

10:10 **7 (EIGHTH) CORE**

Miss Martin. War affects individuals as well as groups of people. Longfellow used an incident of the French and Indian War as the background for his narrative poem, "Evangeline." As we read today, we picture the peaceful life of the Acadians in the little village of Grand-Pre before the war entered their lives.

10:45 **6 (FIFTH) ARITHMETIC**

Mrs. Heltzel. We go on to harder division and learn to check our division examples.

*Excerpt from a teaching guide for high school English enrichment —
Book Look, Houston (Texas) Public Schools*

BOOK LOOK PROGRAM III - Tuesday, December 3

ABRAHAM, FATHER OF NATIONS, by Dr. Alan Lake
Chidsey

Guest panelist will be the author,
Dr. Chidsey, Headmaster, St. John's High
School.

Some questions to be discussed:

1. What do you think is the reason for the current emphasis on religious books?
2. Does this book supplement the Bible?
3. What research material was used in the construction of the book?
4. What is the purpose of the book?

BOOK LOOK PROGRAM IV - Thursday, January 9

TO BEAT A TIGER, by Elizabeth Foreman Lewis

Some questions to be discussed:

1. Do you believe that the reaction of the Chinese boys toward the Communists is comparable to the attitude that might be expected of American boys in the same situation?
2. Since the boys were inexperienced, do you think they were pictured as too wise in the ways of the street life?

MUSIC IN THE AIR
Tuesday, 1:30-2:00

Miss Birdie Holloway will lead children of grades 1-6 in learning songs and rhythms. Through this program children will learn that music can be a real part of school life as well as a foundation for a better understanding of the world in which we live.

February 5

Grades 1-3

Preparation:

Teach the words to the song VALENTINE as presented at the last lesson. In Book 2, p.46, try to figure out the tune to PLAYING HORSE, given here by numbers only. Also look at the rhythm band song in Book 2, p.123. See if you can figure out from the pictures when the drums and sticks play.

The Lesson:

1. Review song: BUSY
2. New song: VALENTINE
3. Number singing: SINGING STAIR and PLAYING HORSE
4. Rhythm band song - introducing the instruments to be used

Follow-up:

Review songs included in the lesson. Have children sing them as solos and dramatize them when possible. Keep reviewing the rhythms, urging the children to think of new ways of doing them.

February 12

Grades 4-6

Preparation:

Study COCKLES AND MUSSELS, Book 6, p.130. Scan the words, beating two to a measure, in order to get the rhythm of the music. See if you can find out anything about street-cries in various British cities. Review rhythms of last semester and begin to mix them up in the same phrase.

The Lesson:

1. Review songs: LITTLE TOM TINKER, FLAG SONG
2. New song: COCKLES AND MUSSELS
3. Singing last semester's rhythms on a monotone, to a melodic accompaniment.

LESSON 13

ATOMIC THEORY AND ATOMIC STRUCTURE

October 7

PREPARATION

1. Explain to the class that this lesson is going to be concerned with a theory. Have them look up the word "theory" and discuss the difference in a theory and a law.
2. An interesting class discussion might be started by reminding the class that the atom is very much like our solar system, and express the fact of similarity between the tiniest things and the largest things in our universe.
3. Obtain a copy of "The World Within The Atom" from the Oak Ridge Institute of Nuclear Studies for the class to read. This publication is excellent and is yours for the asking.

PRESENTATION

This is a difficult presentation to make on television because of the lack of visuals. You will be interested in seeing how the teacher handles this problem while he discusses:

1. Dalton's atomic theory and its errors based on what we know about the atom today.
2. The modern atomic theory which states:
 - (a) All matter is made up of small particles called atoms
 - (b) There are as many chemically different kinds of atoms as there are elements.
 - (c) The atoms of a given element have a definite average weight

- (d) The atoms of different elements have different average weights
- (e) Atoms are not subdivided in a chemical reaction.

3. Facts about atomic weights will show that they are relative weights. The relative weight is based on the fact that the lightest atom is assigned a weight of one. Oxygen which weighs 16 times the weight of the lightest atom (hydrogen) has a weight of 16.0000. The helium atom weighs only $1/4$ that of an oxygen atom so its weight is 4. Recently actual weights have been determined, but relative weights will serve the purpose of a high school general chemistry course.
4. The particles of the atom - electron, proton, and neutron.
5. The smallest of the particles of the atom and the atom itself.

SUGGESTED FOLLOW-UP

1. Discuss this question: If atoms are so small and the particles of atoms even smaller how do we know that they are made up as they are described?
2. Using different colored wooden blocks to represent protons, electrons, and neutrons, have the class make models of the atoms described in the lesson. Colored modeling clay can be used very effectively also. (You can make excellent modeling clay with a little help from the lunch room. Mix two parts flour to one part salt and enough colored water to make it the right consistency. Color the water with food coloring or ink.)

LET'S TEACH
Lesson #8
Fall and Winter - 1956

Television lesson # 8 is a very brief introduction to the job of pre-planning for instruction. In future lessons you may expect to hear more about planning . . . particularly lesson planning and pupil-teacher planning. However, television lesson # 8 outlines procedures and check points that are useful in most situations where you are doing planning.

Perhaps the most valuable outcome of this lesson will be in your attitude toward planning as a professional responsibility. Test yourself What is your "feeling" about planning? Can you answer the following questions in the affirmative?

1. Do I feel that pre-planning for instruction pays dividends in more appropriate learning experiences for my class?
2. Do I feel that adequate pre-planning enables me to give more classroom time to managing, directing, guiding and checking learners and learning?
3. Do I react in a positive way when it becomes necessary to do pre-planning on my own time?
4. Do I contribute when working with other staff members in planning?
5. Is my personal satisfaction greater when I have planned well?

Perhaps these questions will enable you to assess your own readiness for assuming planning responsibilities.

You should select one or more of the following activities in pursuing your study of teacher planning:

1. If you are teaching, re-examine your own written plans for the subject, grade or unit you teach. Did you develop your plans by the steps outlined in the television lesson? Would you modify your teaching plans as the result of your study? Why? Make a written plan for a unit or chapter of your choice.
2. If you are not employed as a teacher, visit a school and teacher of your choice. Examine written teaching plans used in classroom instruction. Evaluate these plans by the steps for planning and the characteristics of acceptable plans that your television instructor presented. Make a unit or chapter plan for a subject or grade of your choice.

References:

Cronbach, Educational Psychology, Ch. 14, "Purposes and Aspirations," p. 413;
Ch. 15, "The Teacher as a Classroom Leader," p. 436.

PROGRAM SCHEDULES

Because an educational program appeals to a minority, the group must be alerted when its interest is presented. Stations generally rely on direct mail program schedules which display the entire week or month of telecasting. Layout of these schedules varies from simple duplicated sheets to elaborate, pictorial printed pieces.

The majority of educational television operations send these schedules free to viewers who request them. Some stations offer them on a subscription basis, with the funds used to aid in the support of the station. Schedule mailing lists run from several hundred to many thousands, depending on the station's coverage and variety of appeal in programming.

Where an educational station programs a full day (more than five hours) usually the area newspapers also list the programs. It is most advantageous when the listing is alongside of the commercial listings. In many areas *TV Guide* will list educational programs in the same time block as programs of the commercial stations.

Occasionally a station feels it has an exceptionally interesting telecast for a special group. It may seek out a list of potential viewers and make a special mailing regarding the program or series. For example, a program of particular interest to engineers is announced in a special mailing to the membership of engineering societies in the region. This procedure often effectively introduces new viewers to educational television.



Educational television programming is frequently listed alongside commercial programming, as in TV Guide.

Alabama Educational Network

② **WAIQ** (Andalusia) ⑦ **WTIQ** (Munford) ⑩ **WBIQ** (Birmingham)

Protective Life Bldg., Birmingham

WEDNESDAY

SEPTEMBER 17

Afternoon

[MORNING LISTINGS ON PAGE A-15]

AFTERNOON

- 12:00 ④ ⑦ ⑩ **LATIN COURSE**
④ ⑨ ⑩ **NEWS**—Walter Cronkite
⑥ **STAR PERFORMANCE**—Drama
⑫ **NEWS**—Ed Carter
⑬ **MOVIE**—Drama
"Manila Calling." (1942) American-Filipino guerillas battle the Japanese in the Philippines. Lloyd Nolan, Carole Landis, Cornel Wilde.
⑮ **BINGO**—Bill Mapes
⑳ **BOB WILLIAMS**—Variety
㉒ **MOVIE**—Science Fiction
"Red Planet Mars." (1952) With the help of a hydrogen tube developed by a Nazi war criminal, an American couple establish contact with Mars. What they learn rocks the earth. Peter Graves, Andrea King, Herbert Berghof.
- 12:05 ④ **SPEC AND DOYLE**—Music
⑨ **LIFE WITH ELIZABETH**—Comedy
"Accident in Question." While out driving Elizabeth has an accident. Betty White.
- 12:15 ㉒ **FILM FEATURE**—Travelog
⑫ **WEATHER, MARKET BOARD**
- 12:30 ④ ⑥ ⑨ ⑩ **FARM FACTS**
Pointers are given on selecting quality seed for best vegetables.
④ ⑥ ⑨ ⑮ **AS THE WORLD TURNS**—Serial
⑫ **TOP PLAYS**—Drama
⑳ **LIBERACE**—Music
Selections: "To a Wild Rose," "In the Shade of An Apple Tree" and "Chicken Reel."
- 12:45 ㉒ **CARTOONS**—Kids
- 1:00 ② ⑦ ⑩ **LET'S LEARN MORE**
② ⑦ ⑩ **SCIENCE**—Elementary
④ ⑨ ㉒ **JIMMY DEAN**—Variety
The Szonys, dance team, and singer Jennie Smith are Jimmy's guests. Double Daters, Herby Jones.
⑥ **PETTICOAT PARTYLINE**
⑫ ⑮ ㉒ **TRUTH OR CONSEQUENCES**—Stunts
A woman is instructed to find a certain person, and is given a bloodhound to help her search. Bob Barker hosts.

- 1:20 ㉒ **COLUMBUS DATELINE**
- 1:30 ② ⑦ ⑩ **ART COURSE**
④ ⑥ ⑨ ㉒ **HOUSE PARTY**
⑫ ⑬ ⑮ ㉒ ㉒ **HAGGIS BAGGIS**—Quiz
- 2:00 ② ⑦ ⑩ **BIOLOGY COURSE**
④ ⑥ ㉒ **BIG PAYOFF**—Quiz
⑨ **LIBERACE**—Music
Liberace plays "Faith Unlocks the Door" and "Humoresque."
⑫ ⑬ ⑮ ㉒ ㉒ **TODAY IS OURS**—Serial
- 2:30 ② ⑦ ⑩ **ART COMMUNICATION**
④ ⑥ ⑨ ㉒ **VERDICT IS YOURS**—Drama
⑫ ⑬ ⑮ ㉒ ㉒ **FROM THESE ROOTS**—Serial
- 3:00 ② ⑦ ⑩ **WATER OPERATIONS**
④ ⑥ ㉒ **BRIGHTER DAY**—Serial
⑨ **CARTOONS**—Kids
⑫ ⑬ ⑮ ㉒ ㉒ **QUEEN FOR A DAY**—Jack Bailey
- 3:15 ④ ⑥ ⑨ ㉒ **SECRET STORM**
Joe is questioned about Susan.
- 3:30 ④ ⑥ ⑨ ㉒ **EDGE OF NIGHT**
- 3:45 ⑫ ⑬ ⑮ ㉒ ㉒ **MODERN ROMANCES**—Serial
- 4:00 ② ⑦ ⑩ **OLYMPICS**—Sports
④ **WILD BILL HICKOK**—Western
See 5 P.M., Ch. 13 for details.
⑥ **MOVIE**—Western
⑨ **OPEN HOUSE**
⑫ **CARTOON CARL**—Kids
⑬ **CARTOON CLUBHOUSE**—Kids
⑮ **PLANET 15**—Kids
㉒ **FUN HOUSE**—Kids
㉒ **FILM FEATURE**—Variety
㉒ **MARTHA AND TOM**—Kids
- 4:25 ㉒ **MOVIE**—Western
- 4:30 ② ⑦ ⑩ **AUDIO-VISUAL**
④ **MICKY MOUSE CLUB**—Kids
See 5:30 P.M., Ch. 13 for details.
⑨ **MOVIE**—Western
"Riders of the Rio Grande." (1943) Western with the Three Mesquiteers. Bob Steele, Tom Tyler.
⑫ **POPEYE THEATER**—Kids
⑬ **WILLIS BROTHERS**—Music
㉒ **CARTOONS**—Kids

Educational television programming is frequently listed alongside commercial programming in the daily newspaper.

Post-Herald TV Log

WBRC CBS
Channel 6

WABT NBC
Channel 13

WBIQ ETV
Channels 2, 7, 10

MONDAY MORNING—7 A.M. TO 1 P.M.

7	:00 The Morning Show :15 with :30 Tom York :45 The Morning Show	Today with Dave Garroway News. Today with Dave Garroway	Silent Silent Silent Silent
8	:00 Roy :15 Rogers :30 Feature :45 Films	News. Today with Dave Garroway News and Today Bette Lee	Silent Silent Silent Signs On
9	:00 For Love :15 or Money :30 Play Your :45 Hunch	Dough Re Mi Dough Re Mi Treasure Hunt Treasure Hunt	Spanish I Spanish I Geography Geography
10	:00 Arthur Godfrey :15 Arthur Godfrey :30 Top Dollar :45 Top Dollar	Price Is Right Price Is Right Concentration Concentration	Physics Physics Chemistry Chemistry
11	:00 Love of Life :15 Love of Life :30 Search for Tomorrow :45 Guiding Light	Tie Tac Dough Tie Tac Dough It Could Be You It Could Be You	Trigonometry Trigonometry Alabama History & Geography
12	:00 Our Miss Brooks :15 Our Miss Brooks :30 As the World :45 Turns	Hollywood Hit Parade Featuring Favorite	Latin Latin Farm Facts Let's Learn More

MONDAY AFTERNOON—1 P.M. TO 5 P.M.

1	:00 Petticoat :15 Partyline :30 Houseparty :45 Houseparty	Movies of the Past Haggis Baggis Haggis Baggis	Elementary Science Art Art
2	:00 The Big Payoff :15 The Big Payoff :30 Verdict Is Yours :45 Verdict Is Yours	Today Is Ours Today Is Ours From these Roots	Biology Biology Space Frontiers UN Basic Issues
3	:00 The Brighter Day :15 Secret Storm :30 Edge of Night :45 Edge of Night	Queen for a Day Queen for a Day County Fair County Fair	Masterworks Masterworks Masterworks Masterworks
4	:00 Circle Six Ranch :15 Circle Six Ranch :30 Circle Six Theatre :45 Circle Six Theater	Popeye Popeye Willis Brothers	Yugoslavia and Austria Science Teacher Training

MONDAY NIGHT—5 P.M. TO MIDNIGHT

5	:00 Amos 'n Andy :15 Amos 'n Andy :30 Alabama Newsreel :45 Doug Edwards News	Fun At Five Superman Mickey Mouse Club Mickey Mouse Club	Ship Trip Number of Things Member of the Family
6	:00 The Cisco Kid :15 The Cisco Kid :30 Robin Hood :45 Robin Hood	News. Sports NBC News Kingdom of the Sea Kingdom of the Sea	Party Government and Congress Auburn Presents Auburn Presents
7	:00 Burns and Allen :15 Burns and Allen :30 Kather Knows Best :45 Father Knows Best	Restless Gun Restless Gun Tales of Welles Fargo	Medical Center Report French I French I
8	:00 Top Ten :15 Lucy Shows :30 Show of the Month: :45 "Harvey."	Peter Gunn Peter Gunn Alcoa Theater	Armchair to Britain Speechcraft Speechcraft
9	:00 starring Art :15 Carney in the :30 Broadway Hit's :45 Lead Role	Suspicion Suspicion Suspicion Suspicion	Psychology I Psychology I The Criminal Man The Criminal Man
10	:00 Broken Arrow :15 Broken Arrow :30 The Falcon :45 The Falcon	Stage 13 Stage 13 The Real McCoys	Sign Off
11	:00 Ida Lupino :15 Playhouse :30 I Led 3 Lives :45 First Edition at 12	The Jack Paar Show until Midnight News at 12	

Listings issued by educational television stations are brief but contain a program note or description, as in WKNO-TV (Memphis).

Monday, April 28

5:00 ADVENTURE CLUB...Indian Guide
5:30 Tempest in a Test Tube...Household Chemistry*
6:00 SERENADE...Symphony #5 by Beethoven
7:00 STORY BOOK PRINCESS...Beauty and the Beast
7:15 Mother Nature's Children...Zoo Babies
7:30 Recreational Piano
8:00 STREAMLINED READING...#35A
8:30 ENGLISH LITERATURE...Waugh and Cronin
9:00 NBC Series...Decision for Research*
9:30 Music and Renaissance Preview*
10:00 French Through TV*
10:30 Plays and Players...Acting: The Renaissance*

Tuesday, April 29

5:00 ADVENTURE CLUB...Boy Scouts...Fire Building
5:30 Living Classroom...Fred & Billy Take an Airplane Trip
5:45 Living Classroom...Little Red Hen
6:00 SERENADE...Suite Bergamasque by Debussy
7:00 TALES OF POINDEXTER...Rumpelstiltskin*
7:15 Sing Hi - Sing Lo...Early Houses*
7:30 Living Classroom...Development of Chick Embryo
7:40 Living Classroom...Community Governments
7:50 Living Classroom...How To Read Novels
8:00 EDUCATION NEWS AND VIEWS
8:30 STREAMLINED READING...#35A
9:00 CHILD PSYCHOLOGY...Adjustments to Peer Groups-Middle Childhood
9:30 Genius...DaVinci
10:00 NBC Series...Briefing Session *

Wednesday, April 30

5:00 ADVENTURE CLUB...
5:30 King's Crossroads...A Stamp is Born...Oysterman
6:00 SERENADE...Waltzes of Johann Strauss
7:00 STORY BOOK PRINCESS...Happy Hollow Puppets...Jr. League
7:15 Living Classroom...Boy of Mexico
7:30 Doctors in Space...The Unsubstantial Flesh*
8:00 STREAMLINED READING...#36
8:30 Health Career...Dietition Film
9:00 NBC Series...The Subject is Jazz*
9:30 STATE OF THE UNION...Foreign Trade
10:00 Heritage...Smith...Life's High Trinity *
10:30 Music of the Renaissance...Music & Art - Italy *

Thursday, May 1

5:00 TALES OF POINDEXTER...Rumpelstiltskin*
5:15 Living Classroom...How Plants Help Us
5:30 Living Classroom...Life in Hot, Wet Lands
5:45 Living Classroom...The Butterfly
6:00 SERENADE...Sonatas by Beethoven
7:00 TALES OF POINDEXTER...The Gingerbread Boy*
7:15 Sing Hi - Sing Lo...The Shakemaker*
7:30 TRUTH ABOUT YOUTH...Teen Age Likes & Dislikes
8:00 PSYCHOLOGY I...Forgetting*
8:30 French Through TV*
9:00 CHILD PSYCHOLOGY...Review and Summary
9:30 NBC Series...Report From America*

Program schedules issued by educational television stations may announce a series much more fully than in usual listings, as in the case of WTHS-TV, Miami, and the Dade County summer programs.

SUMMER PROGRAMS

The Dade County school system for many years has provided several kinds of summer programs at school centers.

This summer there is to be, in addition, a series of television programs designed to help students at various grade levels.

These programs will come through Channel 2, the school education channel. The following schedule of programs begins on June 16 and will be shown daily Monday through Friday through July 25.

The following is the schedule:

9:00 - 9:30 A.M. ----- ARITHMETIC

Presentation of the fundamental processes (addition, subtraction, multiplication, division) in such a way as to make them more understandable to children and to demonstrate ways in which parents may help these children develop concepts and skills.

9:40 - 9:55 A.M. ----- BOOK TALKS

This course will present the best in good books for boys and girls of elementary school age with a goal of making effective reading an attractive leisure-time activity; and it will be enhanced by the school library service which will remain in operation in most neighborhoods in Dade County this summer.



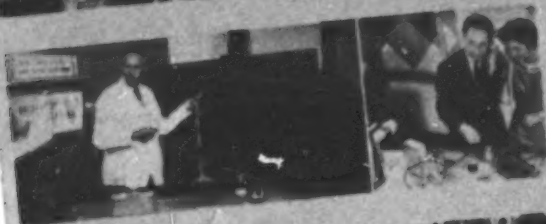
GENERAL INFORMATION PIECES

The advent of educational television has raised many questions in the minds of viewers: "How is the educational station financed?" "Who selects programs to be telecast?" "Do staff members have the same training as for commercial operations?" Such questions come by mail and telephone, from station visitors, and to staff members visiting clubs and schools.

The more progressive operations prepare booklets or brochures to reply to these questions and to stimulate support of educational television in the area. General information pieces are sometimes merely a mimeographed sheet; others are pictorial, multi-paged pieces for wide distribution.

The production and the distribution of general information pieces depend upon the station's budget and the effectiveness of such communication with the public. A closed-circuit, small community operation producing two or three hours of telecasting per day would not have the same call for supplemental printed material as would an open circuit, state-wide system programming sixty to seventy hours per week.

The University has provided 12 classes each week are helpful for in-school students by high school and elementary grade pupils throughout the state. Edward Clarno of the Music Education Department conducted week's **Music Time** lessons for elementary pupils and Dr. Kennedy's **Music of the Month** Department gave high school students an **Listening with Music**.



Science courses were offered at numerous points of interest. Dean Robert D. Swann of the School of Chemistry highlighted principles of Chemistry for high school students, while Dr. Charles A. Jones, Science Education Department, presented an interesting lecture on **Leading into Science**. Dr. Swann and Dr. Jones, of the Biology Department, taught high schoolers in a **Life Science Lab**.



What are they watching?

LEARN TO READ BY TV

Read Better --- Live Better
 Read for pleasure
 Read to help

TO READ BY

Read Better ---Live Better
Read for pleasure and profit
Read to help others
Help with your children's w
Read to help yourself
Increase your knowledge
Prepare for a better job
• *Classer to improve reading skill*

WKNC

prime reading
WKNO-TV
Channel 10
Streamline

Monday - Wednesday
Beginning



An ETV Network?

[illegible]

Dr. Van der Kooij will offer
Van der Kooij
by mail. Any
credit or for

AS
THE
TWIG
IS BENT



What do you know
about Tennessee Schools?

— PD STATION KICKS —

VIEW . . . **WKNO-TV** CHANNEL **10**
8:00 P.M. • TUESDAYS

MAY 13 . . . A CHANGING TENNESSEE

MAY 20 . . . TENNESSEE TEACHERS—
What They Teach

MAY 27 . . . TENNESSEE SCHOOLS—
How They Operate

JUNE 3 . . . FINANCING TENNESSEE
SCHOOLS

Produced by WKNO-TV channel 10
FOR
STATE DEPARTMENT
OF EDUCATION

Adventures in Education

...EDUCATION... through...
...and opportunity for an individual...

ADVENTURES IN EDUCATION, through television, creates an unusual opportunity for an introduction to teaching.

The television camera, in many ways, has more power than the man to effect our learning and our lives. Television is an element in communication. Teaching is communication. — Arthur H. Moulton

Adventures
in
Education

PARTICIPATING TEXAS TELEVISION STATIONS

- KDBC - TV, Abilene
- KDRC - TV, Amarillo
- KTXB - TV, Austin
- KTXH - TV, Beaumont
- KTXN - TV, Brown
- KTXS - TV, Corpus Christi
- KDSS - TV, El Paso
- KDSD - TV, Fort Worth
- KDAP - TV, Houston
- KRBC - TV, Lubbock
- KTXB - TV, Lubbock
- KDSS - TV, Odessa
- KDRA - TV, San Angelo
- KCTV - TV, San Antonio
- KDSS - TV, Tyler
- KUTV - TV, Waco
- KDSS - TV, Waco
- KDSS - TV, Wichita Falls



ASTV
IN-SCHOOL
TELECASTS

ARTY second semester six half
days and supplements teaching
educators who have over three
years had found them so aid in their
teaching and raised their own interest
in their studies. Furthermore, we
supply classroom teachers with either
the latest with each grade and our
own. ARTY teaching greatly aid
and time included in their instruction
which they could not have made

ALABAMA

ARKANSAS

FLORIDA

GEORGIA

KENTUCKY

LOUISIANA

MARYLAND

MISSISSIPPI

NORTH
CAROLINA

OKLAHOMA

SOUTH
CAROLINA

TENNESSEE

TEXAS

VIRGINIA

WEST
VIRGINIA

The following schools, colleges and educational agencies reported television programming which has not been included in the manual:

ADULT EDUCATION Baylor University, "Learning to Read"

DIRECT TEACHING Richmond Public Schools, "Art Around Us"; Birmingham Area Educ. Tele. Association, "Improve Your Reading"

PUBLIC RELATIONS University of North Carolina, "Know Your Schools"; Asheville Public Schools, "Report Card"; Richmond Public Schools, "Your Schools in Action"; New Orleans Public Schools, "Know Your School"

ENRICHMENT AND SUPPLEMENTARY

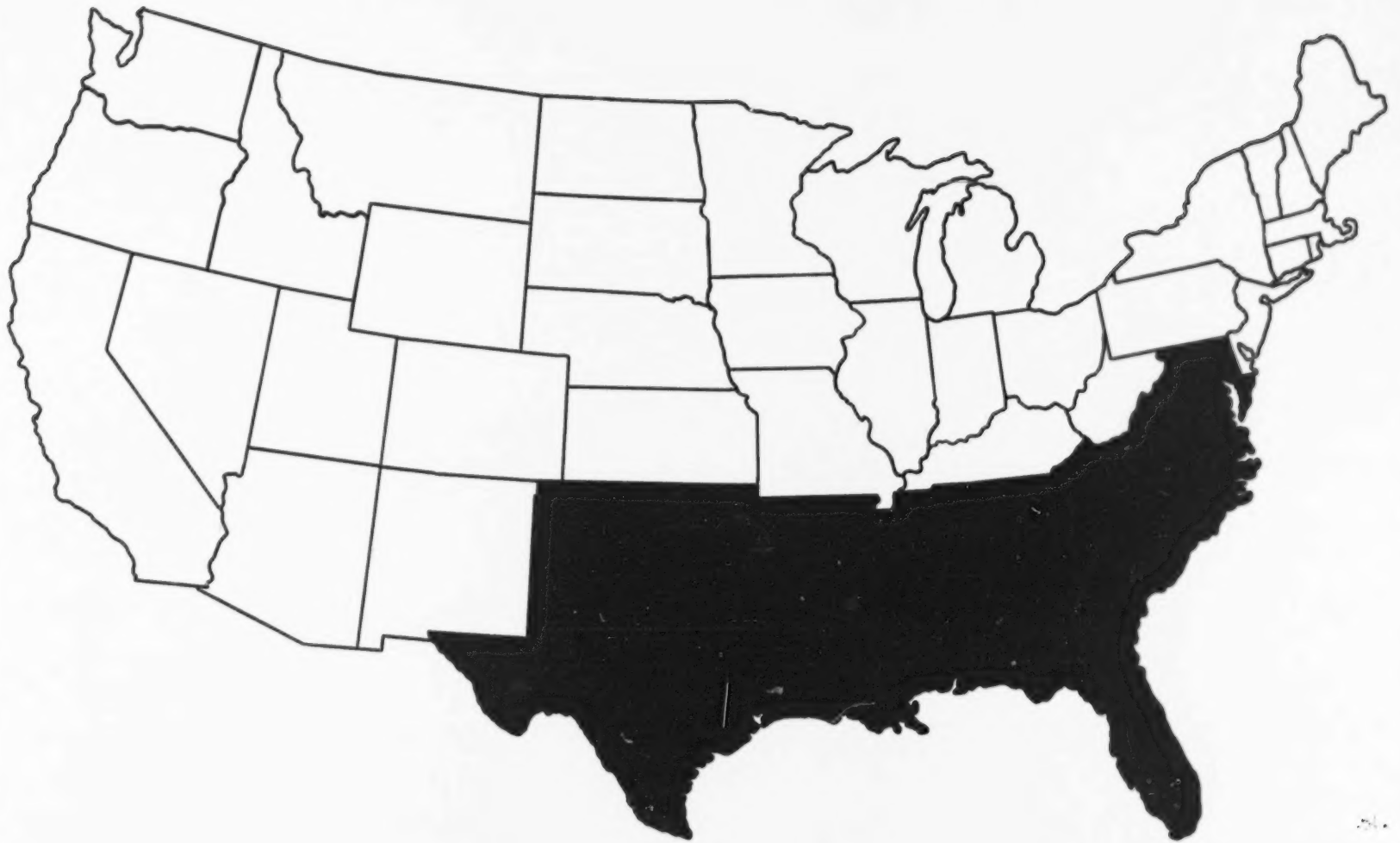
INSTRUCTION Georgia State Department, "Meet Your Neighbor"; University of Tennessee, "Stop, Look and Listen"; Louisiana State Department, "Nutrition Education"

SPECIAL COMMUNITY

NEEDS Birmingham Area Educ. Tele. Assoc., "Home Nursing"

Reports of these series have been omitted because they were significantly similar to programs which have been included.

*Use the State as a Thumb-Nail Index to
Case Studies.*



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